UTAH - Annual Report

Biennial Report

Utah Schools for the Deaf and the Blind

Ogden, Utah

1962 - 1963 1963 - 1964

Seventy-ninth and Eightieth School Years

Biennial Report

of the

Utah Schools for the Deaf and the Blind

Ogden, Utah

1962 . . . 1963

Seventy-ninth and Eightieth School Years

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SCHOOL FOR THE DEAF

Faculty

TONY CHRISTOPULOS, Pincipal

Molly Adams
Harry Barker
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Grant Bitter
Wallace Bruce, Curr. Inst.
Kenneth Burdett Curr. Inst.
Margot Butler
Miriam Cooper
LaRae Daw
Freeda Donaldson
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Robert Fletcher
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Mildred Hartwell
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Donald Jensen
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Jane Schoenfeld
Anna Starr
Paul Steinfeldt
Jerry Taylor
Albert Thurber
Isabelle Thatcher
Thomas Van Drimmelen
Robert Von Dyke
Jean Welling

Houseparents

PEARL HUSEMAN, Heod

Mildred Boyle
Beda Coy
Ethel Criddle
Josephine Fenstermoker
Donald Kranendonk
Gladys Pope
Joan Wardell
Robert Austad
Clyde Chatland
Patricia Cross
Dianne Dayhuff
Bonnie Frew
Judith Jenkins
Jolene Kerr
Marilyn Orr
Renate Orr
Nathan Provo
Maude Stratford
James Wollberg
Joseph Witten

SCHOOL FOR THE BLIND

Faculty

R. PAUL THOMPSON, Principol

LaRene Anderson
Ann Cragun
Kenneth Funk
Marie Holbrook
Ina Kurzhals
Alice Lee
Lois Maxwell
Wayne Noble
Mary Peterson
Merlin Peterson
Joaquin Raneses
Virginia Salvesen

Houseparents

PEARL HUSEMAN, Head

Marion Garrison
Opal Garrison
Mary Gibby, Relief
Clone Newman, Relief
Thelma Newman, Relief
Cleo Oyler
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Eva Kraaima, Relief

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Raymond Blaylock
Farrell Christensen
Earl Colvell
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Lester Flinders
Tony Rodriquez
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Mae Child
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SUPERINTENDENT'S BIENNIAL REPORT

A report of the activities of the Utah Schools for the Deaf and the Blind for the period July 1, 1962, through June 30, 1964, is herewith submitted for study and for the record.

During the period summarized by this biennial report, significant progress was realized in a number of related areas in addition to the educational programs in each school. Progress and improvements were evenly spread over each of the two school years in this biennium and were made possible by a second consecutive adequate appropriation of funds provided by the 1963 State Legislature. While adequate funds do not alone guarantee progress, they do make the implementation of a general improvement program possible. The backlog of critical needs accumulated over the past several years showed unmistakable signs of diminishment.

The 1963 State Legislature also recognized the critical and long-felt need for a vocational building for our School for the Deaf and a sum of $350,000.00 was appropriated for the first phase of construction in addition to planning funds for the second phase to follow. Funds for a new dormitory roof, a dormitory fire alarm system and for alterations to the main building were also provided in addition to planning monies for a new dormitory-classroom unit.

During the biennium, some $75,000.00 were made available and utilized for capital improvements in the classrooms, dining room, hospital and dormitories. The janitorial and maintenance divisions were provided with necessary equipment in order to perform services more effectively and efficiently. A new 60-passenger school bus was provided. Our entire institution is rapidly approaching a state of adequacy in the areas of necessary equipment and furnishings, thanks to the past two State Legislatures.

The average enrollment in the two schools combined during the 1962-1964 biennium numbered 271. This represented an increase of 10.6 percent over the previous biennium. While this necessitated a proportionate increase in staff, especially teachers, adequate funds available made possible the acquisition of fully trained and certified instructional personnel. A substantial upgrading of teacher salary schedules made it all possible. Gratifying indeed was the fact that the professional qualifications of the teachers in the School for the Deaf rose from an average of 86 percent at the beginning of the biennium to 94 percent at the close.

For the first time in many years no persons were added to the instructional staff with less than full certification. Inasmuch as the effectiveness of any school is dependent upon the excellency of its teaching corps, our schools now compare favorably with any of their type in the western sector of our nation. While the supply of teachers of the blind is not yet equal to the demand, our upgrading program in the School for the Blind continued to show good progress.

Additional improvements are also in evidence in our student services division. An improved budget allowed for the implementation of an activity directors program. These persons serve to augment our houseparent staff.

The activity program which was initiated to provide our boys and girls with organized and meaningful activities during their out-of-school hours, has brought a much younger supervisory segment to our campus. This program has served to lessen the overtaxed houseparent staff and thus reduced many dormitory problems which were becoming traditional.

The food services division has operated efficiently and economically during the past two years. The staff has been stable and all employees in the division are experienced in their duties. Additional equipment secured for the kitchen and dining rooms has provided the tools necessary and continuous alotments of government surplus commodities have been utilized to a maximum degree. Balanced menus are the order of each day.

In summary, it is to be concluded that the areas of greatest improvement include the classrooms, both in personnel and in curriculum development; the dormitories which were upgraded in both personnel and furnishings; and all other divisions equipment wise. Much additional work lies ahead as both schools strive to improve services and seek solutions to the challenges presented by an ever-increasing number of students who have overlying handicaps in addition to deafness or blindness.

Reports of the principals, business manager, field representative and nurse are also detailed in the report. Each of these key persons has continued to perform faithfully along with each of the department heads. The management of the two schools feels fortunate to have their services and is proud of the individual accomplishments of each. We are hopeful that a full measure of satisfaction will always be theirs.

We wish to recognize with gratitude the full interest and ready cooperation provided by Superintendent of Public Instruction, Dr. T. H. Bell, Deputy Superintendent Walter D. Talbot and their staff, State Board of Education Chairman, Dr. Moroni H. Brown and the Board membership, Governor's Advisory Council Chairman, Mrs. Vera M. Gee and the Council membership in order to assure the fullest educational opportunity possible for all handicapped students herein enrolled.

TERMS OF ADMISSION

The Utah Schools for the Deaf and the Blind are under the jurisdiction of the State Department of Education. They were established for the education of all children in the State of Utah who are either visually or aurally handicapped to the extent that they can not be properly educated in the public schools, but who are otherwise adequate mentally and physically. We accept children at age six in the School for the Blind.

Board, room, laundry, tuition and minor medical expenses are furnished. Parents must provide necessary clothing and a small amount of money for incidental expenses.

Our course of study correlates very closely with those outlined by the State Board of Education but they are specially adapted for instructing the deaf or the visually handicapped. Additional information, application blanks, etc., may be had by contacting the superintendent.

Respectfully submitted,
Robt. W. Tegeder, *Superintendent*

BIRTH OF THE SCHOOLS FOR THE DEAF AND THE BLIND

The social forces of a community have always had a tremendous effect upon the education of the community. The education of the deaf in Utah is no exception. There were three major factors at work which culminated in 1884 in the establishment of the Utah School for the Deaf and Dumb. They were: the wide-spread interest throughout the United States in the education of the deaf, the deep-rooted love for education in general felt by the early settlers of Utah, and the homogeneous religious nature of the communities.

The Utah pioneers were a deeply religious people. They believed that the spiritual welfare of their children was dependent upon their ability to obtain knowledge. It was only natural for the parents of deaf children to wish their children to be educated within the confines of the state. The nearest school was at Colorado Springs, Colorado. To send the children there was expensive, and the long period of separation from the family and church seemed undesirable.

Naturally, the people most interested in the establishment of a school for the deaf were the parents of deaf children. Foremost among these were Joseph Beck, who had three deaf sons, and William Wood, whose deaf daughter, Elizabeth was attending the School for the Deaf at Colorado Springs, Colorado.

The United States census of 1880 had reported 188 persons in the territory who were aurally handicapped. Mr. Beck, in 1883, circulated a letter throughout the territory to ascertain how many of these people were of school age. He received in reply the names of about 50 children.

William Wood, learning of Mr. Beck's interest and efforts visited him in his home. They worked together collecting statistics on the status of the deaf in Utah. They decided to petition the Legislature for the establishment of a school.

Governor Eli Murray became interested in the cause and in his message to the Legislature in 1884, called attention to the condition of the deaf in the territory and the need for a school where they could be properly educated.

It met with favorable consideration, and $4,000 ($2,000 per annum) was approved for the purpose of teaching a class of deaf-mutes at the University of Deseret.

The school opened August 26, 1884, in a room in the University building. Elizabeth Wood was the only pupil in attendance. By the end of September four pupils were enrolled. The total enrollment for the first year was 14. The second year it was increased to 18.

During the first two years, 1884 to 1886, the school was conducted as a day school. Pupils whose parents did not live in the city boarded in various parts of the city. This was not satisfactory, and an effort was made to establish a common home for all deaf children.

When the Legislature convened in 1886, Professor White presented

two petitions. In the first he requested an appropriation of $25,000 for the establishment of a territorial school for deaf-mutes. Later he introduced an amendment requesting $38,000 rather than the original sum. These were both rejected, but the annual appropriation was raised from $2,000 to $3,000. These monies, however, were never available, as the entire appropriation bill was vetoed by the Governor.

Regents of the University, however, assumed the responsibility of conducting the school until such time as the Legislature would come to their aid, and sessions of the school were not interrupted. In 1886 Professor White, on his own responsibility, opened a home which depended for its support upon money received from parents able to pay for their childrens' board, county aid, and donations from individuals. Salt Lake County made an annual appropriation of $900, for the support of five pupils.

In 1888 the Legislative Assembly enacted a law to establish and maintain, in connection with, and as a branch of the University of Deseret, a department to be known as the Institution of Deaf-Mutes.

This session of the legislature further provided that the Board of Regents should erect, on the University grounds, such buildings for the use of the Institution as they deemed advisable. A sum of $20,000 was appropriated for this purpose and the per annum appropriation was raised to $5,000.

In 1889 the enrollment of the school was increased from 18 to 37 pupils. In the spring, work was begun on a building to be used by the Institution; the estimated cost of this when completed was to be $50,000.

Frank W. Metcalf was appointed principal of the School in 1889. When the Institution was separated later from the University he became its first superintendent. Superintendent Frank W. Metcalf presented his resignation to the Board of Trustees April 12, 1901. For 12 years he had served the School in the capacity of superintendent. Under his direction the School had grown from a department of the University of Utah with three teachers, a principal, and 41 pupils, to an independent institution with a superintendent, 8 teachers, and an enrollment of 76 pupils. It was with deep regret, and a keen appreciation of his work and efforts that the Board accepted his resignation. The Board at the same meeting appointed Frank M. Driggs superintendent of the School.

In the Fall of 1889, in accordance with provision of the laws, trade classes were introduced. Instruction was given in carpentry, printing and shoemaking. At this time only shoe repairing was done, although later, shoes were actually constructed at the School.

The first copy of a small paper, "The Deseret Eagle" was published on October 10, 1889. The paper has continued to be published in a variety of forms for many years.

For 11 years the School for the Deaf had been a part of the Territorial University, the highest educational institution in the territory. In this respect the School was unique, as it was the only school for the deaf so connected in the United States, if not in the world. This connection was advantageous in that it made the School from the start, a part of the public

school system of the territory, a birthright which has been of lasting benefit

From 1884 to 1895 the annual enrollment had increased from 14 to 55 pupils. Besides the common branches of knowlcdge, instruction was given in speech and lip-reading, carpentry, printinng and shoemaking.

The School was now on a firm basis and ready to accept its rightful place as an independent educational institution serving the children handicapped by deafness of the States of Utah, Idaho and the Territory of Arizona.

LOCATION OF THE SCHOOLS

Inasmuch as the School was separated from the University of Utah, the question of a suitable location arose. A number of localities attempted to secure the School, among them Ogden in Weber County; Ephriam, Sanpete County; Fort Cameron, Beaver County; and Fillmore, Millard County. The Constitutional Convention decided that Ogden offered the greatest advantages and permanently located the school there. In 1896 the Legislature decided to earry out the provisions of the Contitution by locating the School in the building then occupied by the Territorial Reform School. On September 15, 1896, the property was tranferred and became the permanent home of the Utah School for the Deaf.

Ogden City proved to be an admirable location for the school. All lines of railroads in Utah and adjoining states centered there. From nearly every point in Utah, Idaho, Nevada and adjoining states, it could be reaehed without a change of ears, a very important consideration in the casc of deaf or blind children. Ogden at that time had a population of about 20,000 people and it offered many advantages of cities much larger. Its churehes, schools and business houses were exeellent. Lines of electric street cars eonnected all parts of the city and came within two blocks of the school's main entrance. The school was located on the outskirts of the city at the junction of Monroe and Twentieth Street.

The grounds of the school were comprised of a tract of land with an area of 57 plus acres. Ten acres were reserved for the sehool buildings, lawns and recreation grounds. A large fruit orchard of over 100 trees covered several acres. About ten acres were in alfalfa and another ten acres in garden. A tract of 17 acres furnished good pasture for the livestock of the school. The different sections were separated by lines of tall poplar trecs which must have had a most pleasing appearance.

The school was housed in two buildings. The main building was a brick and stone structure with a metal roof. This building had a frontage of 142 feet and there were three stories above the basement. The first two floors were used for classrooms and offices. The top floor was used as a dormitory. A two-story brick and stone biulding 102 x 100 feet was located 100 feet in the rear of the main building. This was known as the Annex Building and later as the "Blind Building." In this building were the main dining hall and the assembly room. The kitchen, pantries and small dining room were in an annex to this building. The upper floor was used for industrial arts classes.

ADDITIONAL CONSTRUCTION

In 1911 the Board of Trustees requested an appropriation of $7,000 for the construction of a new hospital building. The Legislature granted the request but the Governor did not approve the appropriation. In 1913 however, the sum was approved and the new hospital was completed that year. The old hospital, remodeled and refurnished, provided quarters for the domestic science and art departments and a home for the older girls.

Funds to the amount of $37,000 for the construction of a new school building had been approved by the 1913 Legislature. Lack of funds in the State Treasury, however, prohibited the letting of contracts for its construction until 1915. It was completed in 1916 and was known as Primary Hall. It was a handsome fire-proof building of concrete and red brick. It contained five classrooms, four dormitories, four housemothers' rooms, two play rooms, a reception room, a dining room, a kitchen, bathrooms, lavatories, sewing rooms, sleeping porches and basement storerooms.

The State Legislature in 1929 appropriated a sum of $100,000 as a special building fund for the construction of a girls' dormitory. In December a contract was awarded to Whitmeyer and Sons and work was begun on the structure. The building was completed the following year. This building is located on the west of the school grounds, facing east. It was built of red brick, caststone and cement. It was fire-proof and modern in every way. There are two front and two end entrances. The first floor has two beautiful living rooms, eight dormitories accommodating three beds in each, bathrooms, showers, cloak rooms, linen closets, storage and janitor closets and two housemothers' rooms. It also housed a fully equipped domestic science department. The second floor is a duplicate of the first floor. This building can house 64 girls and is so arranged that complete segregation of two, three or four groups is possible.

The Board of Trustees by unanimous resolution named the building "Driggs Hall" in honor of Superintendent Frank M. Driggs, who had served the school as executive officer for 30 years. The building is still in use and is considered a fine dormitory for the girls.

In 1934 a W.P.A. grant of approximately $100,000 was given the Schools for the construction of a boys' dormitory. Contracts were let and work began on the building during the summer months. The building was completed and ready to be occupied by March of 1935.

The two-story building is located on the south side of the school grounds. It faces north towards the center of the campus. It is constructed of red brick with green and yellow tile trimming. It is 188 feet long and 50 feet wide, containing 32 bedrooms, four reception rooms, four living rooms and four supervisors' rooms. The basement contains three play rooms and several smaller rooms. The building has accommodations for 100 boys.

In 1944 Superintendent Boyd E. Nelson and the faculty of the Schools requested permission from the Board of Trustees to name the building in honor of Mr. Max W. Woodbury, who had served the Schools and deaf people of the state tirelessly for 42 years. This request was granted and in

impressive ceremonies on April 28, 1944, the building was formally named "Woodbury Hall."

The State Legislature in 1953 appropriated the sum of $500,000 for the construction of a new Main Building. The contract was awarded to the Campion Company and the building was completed for occupancy in the fall of 1954.

This building replaced the old Main Building and contained classrooms and a library for the School for the Blind, classroom units and a library for the School for the Deaf, a standard size gymnasium with adjoining stage to be used for an auditorium and administrative offices.

The 1959 State Legislature appropriated the sum of $300,000 for the construction of an additional classroom unit designed to house the School for the Blind in its entirety. Hodgson and Holbrook, Ogden architectural firm, prepared the plans. Wadman Construction Company of Ogden, the lowest of eight bidders with the figure of $296,000, completed construction of the building in time for the opening of the 1962-63 school year.

The 20,941 square feet of this L-shaped structure contains four primary department classrooms and six regular-sized classrooms, a library, music room, industrial arts area, homemaking department, offices and a multi-purpose room with stage. In addition there are two living quarters included for use by teacher trainees who will do student teaching at the houses the School for the Blind's program. Facilities used by this school in the Main Building are now used by the School for the Deaf.

UTAH SCHOOL FOR THE BLIND

Report of the Principal

THE PHILOSOPHY

A basic concept in the American philosophy of common rights is the belief that all citizens of our country are entitled to an equality of educational opportunities. While many years have passed before this ideal has been to some extent realized for the majority, a still greater number of years stretch between the hope and the actual for the handicapped. Among these handicapped groups of individuals are those children with visual limitations, children who are often more handicapped by society's inactivity or adverse action towards them, than by the circumscribing limits nature has imposed upon them.

Once the germ of educational emancipation for these individuals emerged in the minds of Dr. Samuel Gridley Howe and in the fertile fields of thought which he cultivated in New England that resulted in the establishment of the Perkins School for the Blind, March 2, 1829, there have sprouted forth similar desires throughout our country. When in 1894, the Utah State Legislature enacted a new law which provided for the establishment of educational rights for its blind children, a great American dream was but awakening in the Wasatch Mountains. This newly implanted ideal was ripe with promise — visually handicapped children are entitled to an education which is in every way comparable to that afforded

every child of like citizenry. Opportunities to sharpen the mind with mathematical skills, to inform the mind with historical fact and tradition, to illuminate the mind with contributions of cultural arts—all these were now to be offered. In addition, the promise prescribed the training of hands and hearts to the end product of a well-adjusted, self-supporting citizen from the former hapless hope of the handicapped.

It is to this philosophy—this yet only partially realized ideal—that the educational program of the Utah School for the Blind is so worthily dedicated. As our program grows and develops, as our skill of implementing increases, as our enthusiasm brings forth fruit in the minds of a more informed and supporting citizenry and as the visually handicapped youngsters in our program obtain their right to sight as a result of the emergence of this ideal, we can begin to enjoy the sensation of true success.

THE NEED

Utah has a considerable number of children whose visual problems impair them from making satisfactory educational progress in the regular instructional group. These children need special programming. They need a program modified to substitute sound and touch for sight. The basic learnings for all children must be extended to them in a manner similar to classes for sighted youngsters, and yet by means of methods and sometimes materials which differ, they must be aided in assimilating these learnings.

THE HISTORY

In 1894, the Legislature enacted a new law which provided for the establishment of the "Utah School for the Blind." It has always been administered by the same board, had the same superintendent and been subject to the same general laws as the School for the Deaf. Legally they are two separate and distinct institutions.

The State Legislature in 1903 appropriated $12,000 for a building for the blind, $5,000 for a new shop building and for a heating plant. It was found when plans were drawn up and estimates given, that the needs of the school could be met more adequately by remodeling the second story of the annex building for the School for the Blind and by adding a gymnasium to the shop building. Superintendent Driggs and John Watson, President of the Board of Trustees, met with the State Board of Examiners and laid the new plans before them. The alterations in the plans were unanimously approved by the Board of Examiners and contracts were let for the shop and gymnasium building. It was completed shortly after school opened in 1903. The new building was constructed of red sandstone and sand-rolled brick. The shop end of the building was two stories high with a basement in addition. It housed the carpentry, shoe repairing, printing and barber shop and dressing rooms for the deaf, and a shop for the blind boys. The east end was the gymnasium.

The State Legislature in 1953 appropriated the sum of $500,000 for the construction of a new Main Building. It was constructed in time for the opening of the 1954-55 school year.

The building contained classroom units, libraries and a gymnasium for both the School for the Blind and the School for the Deaf. The present

School for the Blind Classroom Building was built at the cost of $296,000, and was occupied at the beginning of the 1962-63 school year. It houses the school's entire program excluding the physical education department.

ELIGIBILITY OF STUDENTS

In order for students to be considered as candidates for the Utah School for the Blind, they must fall into one of the following categories:

(1) Having visual acuity in the better eye, after the best possible correction, of 20/200;
(2) Having a peripheral visual field contracted to such an extent that the widest diameter subtends an angle of no greater than 20 degrees;
(3) Having a visual problem which shows an equally handicapping effect; or
(4) Having been diagnosed by an eye or vision testing specialist as being blind or having a condition leading to early blindness.

MULTIPLE HANDICAPPED CHILDREN

With the increasing ability of the medical profession to save the lives of many pre-mature children and those who have multiple handicapping conditions, these children are reaching school age and presenting a need for adequate experiences. The school has several such children enrolled at the present time, with most of them moving along in regular academic progression. We have one class of younger slow-learning children to take care of special needs. In such a group the children are given added attention and specific helps for learning advancement to the fullest potential for each child.

SCHOOL PROGRAM

The academic program of the Utah School for the Blind parallels that of the public schools to a large extent with special methods being employed in instruction and in some cases additional skills being introduced. Boys and girls entering the kindergarten department begin a readiness program, rich in experiences, which proceeds from the study of concrete examples and real life situations to the representation of them in action, speech and writing. At this beginning level, the children are given much training in large-muscular activity, mobility and orientation in their environment. To develop the sense of touch, much emphasis is given to the technique of distinguishing shapes, sizes, textures and locations of objetcs. As the student progresses, he is exposed to objects of increasingly smaller size until the structure of braille characters can be detected. An extensive amount of teacher-prepared materials is used for teaching enrichment, such as alphabet books with string pictures for the observation and learning of all the visually handicapped children.

As the student advances through the program, his learning needs are met through instruction in language arts, social studies, science and health, arithmetic and physical education in a manner quite similar to that employed in public schools. Typewriting is begun at the third grade level, while the skill of reading and writing braille is intensified gradually through the years. Students with sufficient sight use large-type books and pictures

to the extent that their vision permits.

Included in the physical education program of the students, folk dancing, starting at the second grade and square dancing at the fifth grade, are added to improve mobility and social adequacies. Ballroom dancing is begun by the sixth grade with the desire to continue the abilities of the students to later integrate with sighted students in high schools and beyond. Older students also receive training in baseball (adapted for the blind), gymnastics, tumbling. swimming and wrestling for the boys.

LEFT: Cheerleaders odded to the spirit of mony school octivities throughout the post biennium. RIGHT: The mot masters of the school pause for smiles, while still flexing muscles for onother motch.

The music program for our students begins with integrated singing and rhythm sessions in the classes of younger students. By the third grade, the study of tonette supplements the chorus teaching and is introduced to assist in the learning of braille music. For the students with enough vision, handwritten, large-print music is made available and offers much opportunity for musical progress of these persons. On the third grade level also, students are provided individual lessons in voice or on musical instruments of their choice. Generally they are instructed on the piano first, using this instrument as a background for further music study in chorus and other musical instruments. Band is made up of students who have gained enough skill on an instrument to participate in this type of group activity. The frequent opportunities for students to appear in musical events offer them incentives to work toward, and give them valuable experience in meeting the public.

The past biennium has included a substantial number of activities in which the students have participated. It has been most commendable to note the way faculty members have made such an effort to assist with and attend these events, and at times to participate along with the students. It is felt that the net results of these many appearance in largely positive both from the standpoint of student growth and development and from the increase in public understanding and support in our behalf.

Handicrafts are introduced to boys and girls early in their study, to provide additional training in dexterity and manual control. For the older boys there is a program of industrial arts, including basic experiences in

woodworking, metal work, electricity, ceramics and home repairs. Girls enjoy homemaking techniques of cooking, sewing, rug weaving and craft work.

LEFT: Large print textbooks are very helpful to this typewriting student. The book is held on a speciol reading stand. **RIGHT:** Proper instruction enables visuolly hondicopped students to operate such equipment os a wood lothe.

CURRICULUM AND PROGRAM PLANNING

A curriculum and program planning project is still underway at the school in order to upgrade the quality and content of education at the school. Each area of instruction is to be included in this study. As parts of this continuing study are completed, the findings and plans are published for use at the school and are also available for use of other schools, teachers or agencies throughout the United States. Each teacher is presently assigned to committees to further this effort.

ORIENTATION AND MOBILITY

Several teachers of the school have traveled out-of-state to take specialized training in mobility and orientation for the blind children. Under their direction, a program has been established to develop orientation techniques and to prepare for individual mobility lessons. This new training has brought increased mobility and confidence to many of the boys and girls and is considered to be a most valuable addition to our curriculum.

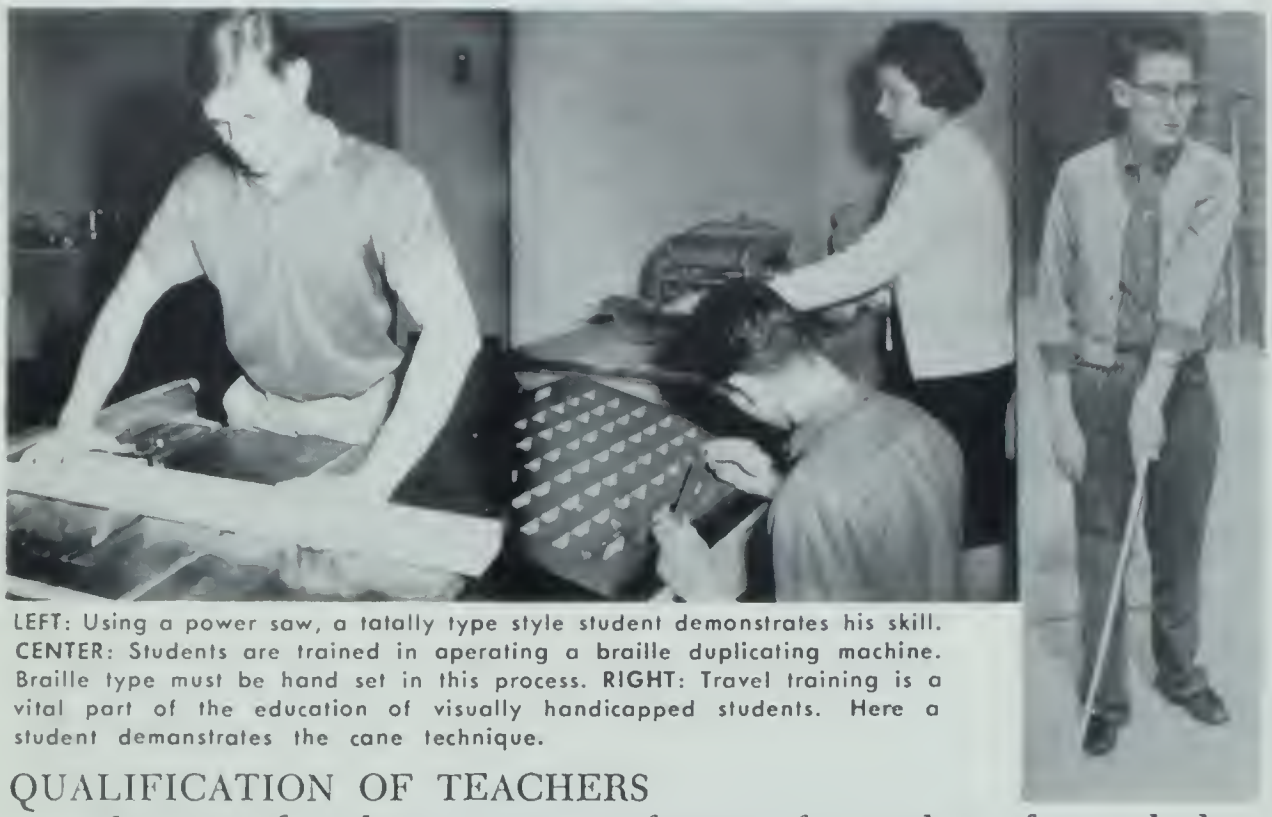
EQUIPMENT AND MATERIALS

A considerable amount of equipment is necessary for effective education of the blind child. Tactual aids of great varieties and purposes are merited in the instructive program wherein they can facilitate the learning process. Braille writers, typewriters, slates and styli, raised line drawing boards, script tracing boards, geometric tools and tracing guides are most helpful. Hand-made touch-training materials, special reading desks, magnifiers, stuffed animals, models of all kinds and shapes, need to be added to the list. The Utah School for the Blind has attempted to obtain the more important items and utilize these to the greatest advantage.

The school has made a concerted effort over the past few years to acquire materials and equipment which would improve its program. New

braillers, typewriters, electric sewing machines, industrial arts equipment, musical instruments, tape recorders and playback machines, physical education items, relief maps and a large relief world globe have all made their appearance. Two most important addition are the braille duplicating machines which permits the duplication of any desired number of multiple braille copies of material. The school's library contains braille and large type editions of the *World Book Encyclopedia* with a new print set to match. The school boasts the possession of one of the very few braille cards files in the United States; our file includes over 10,000 cards at the present time.

The playground has not been overlooked. It now includes a circular sandpit with three over-lapping pipe ladder arcs and a jungle cage; nearby is a baseball diamond with raised asphalt baselines, large swings, slides, an ocean wave, racing lanes and a merry-go-round.



LEFT: Using a power saw, a totally type style student demonstrates his skill. CENTER: Students are trained in operating a braille duplicating machine. Braille type must be hand set in this process. RIGHT: Travel training is a vital part of the education of visually handicapped students. Here a student demanstrates the cane technique.

QUALIFICATION OF TEACHERS

The State of Utah issues two certifications for teachers of special education classes for blind children — a provisional certificate and a professional certificate.

An applicant for certification to teach special education classes for blind children must present evidence that he holds a general teacher's certificate for the level on which he is to be employed except that either the elementary or secondary certificate is valid in grades seven through nine.

A. PROVISIONAL CERTIFICATE

A provisional certificate for teachers of blind children will be issued upon the recommendation of a training institution to a teacher who has completed a minimum of 18 quarter hours of credit in approved specialized training. This certificate is valid for two years and will be reissued only once upon completion of six quarter hours of credit in additional approved study which may be applied toward the requirements for professional certification.

The minimum of 18 quarter hours of approved specialized training required of all teachers qualifying for a provisional certificate in the following categories should be distributed as approved by the State Department of Education or as recommended by the training institution:

1. Introductory study of exceptional children (Recommended minimum 3 quarter hours.)
2. Study of biological, psychological and social aspects of blindness. (Recommended minimum 3 quarter hours.)
3. Study of educational management of blind children including classroom organization, curriculum development, teaching procedures and materials. (Recommended minimum 3 quarter hours.)
4. Braille. (Recommended minimum 6 quarter hours.)
5. Student teaching of blind children in programs approved for this purpose. Laboratory experience of directed observation recommended by the university may be approved. (Recommended minimum 3 quarter hours.)

B. PROFESSIONAL CERTIFICATE

A professional certificate for teachers of blind children will be issued upon the recommendation of a training institution to a teacher who has completed a minimum of 30 quarter hours of credit in approved specialized training. This certificate is valid for five years and will be reissued for five years upon completion of six quarter hours of credit in additional approved study.

The State of Utah requires:

The minimum of 30 quarter hours of approved specialized training required of all teachers qualifying for a professional certificate in the education of the blind child. This training shall include work in each of the following categories:

1. Introductory study of exceptional children and problems common to several areas of special education. (Recommended minimum 3 quarter hours.)
2. Study of biological, psychological and social aspects of blindness. (Recommended minimum 9 quarter hours.)
3. Study of educational management of blind children including: educational diagnosis, classroom organization, curriculum development, teaching procedures and materials. (Recommended minimum 6 quarter hours.)
4. Braille. (Recommended minimum 6 quarter hours.)
5. Student teaching of blind children in programs approved for this purpose. Laboratory experience or directed observation recommended by the university may be approved. (Recommended minimum 6 quarter hours.)

Utah School for the Blind: In addition to the State certificate requirements, teachers at the Utah School for the Blind are expected to complete an additional nine quarter hours or total of 39 quarter hours, specialized training, which is approved by the Utah State Department of Teacher

Certification and the administration of the Utah School for the Blind. The suggested content of these additional hours includes three quarter hours additional (or a total of nine quarter hours) in student teaching of blind children in programs approved for this purpose, three quarter hours in mental retardation fundamentals, and three quarter hours in an elective subject specifically related to the education of blind children.

VOLUNTEER SERVICE

Through the generous assistance of members of the Ogden Volunteer Bureau, our school has been able to offer more textual and supplemental reading materials. This has been in two forms — braille materials, hand transcribed from print sources unobtainable in braille or in braille grade 1½, and through the media of tape recordings. Through the latter means we presently have tape recordings of history texts and many additional items of literature. We have benefited greatly from this agency's valuable contribution of time and talent.

Special classes have been conducted at our school to train volunteers both in literary braille and braille music notation. During the past few years there has been much music transcribed for school use; the music thus prepared was needed by students preparing to enter the Junior Division Music Festival of the Ogden Chapter, National Federation of Music Clubs.

Another very valuable contribution of volunteer labor comes in the operation of our braille duplicating machine. Words for songs, test papers, braille information sheets and school programs have come from this machine in considerable numbers thanks to this efficient volunteer service.

The Utah State Library, Division of the Blind, has greatly strengthened its program during the past two years and presently offers much valuable service to the school in the form of tape recordings of specially requested books and in supplying much braille and tape material as needed by the students.

During the past year another agency has been established to assist in the preparation of materials for visually handicapped students. This organization, the "Volunteers for the Visually Handicapped," initiated and financially supported by the Lions Clubs of Utah, has been set up at the Utah State Prison. A number of inmates have volunteered their time and abilities to the construction of sound recording studies in the prison and have been tape recording text and supplemental reading material for students of our school. They also copy large print materials as requested.

SPECIAL ACTIVITIES

Standard School Broadcasts were enjoyed by the students of the school during each of these two school years. These programs are most informative and entertaining in their unique approach to music appreciation. When the programs were not broadcasted at convenient times for the school schedule, they were tape recorded at the school and used later by the teachers. There were 26 weekly each school year.

Special Evening Parties were held monthly. Students of Group 1 and 2 (the older students) were grouped together for parties and students of Group 3 and 4 (intermediate-aged students) had parties together, thus

permitting scheduling of parties more suited to the interests and abilities of the differing ages. One teacher was assigned to conduct the activities of each party generally these teachers have met with the students concerned several days in advance and arranged the parties according to the students' desires.

These parties varied in design and interest to include such activities as: games, cook-out suppers, Chinese dinners, scavenger hunts, dancing parties, Japanese dinners, pizza parties, weiner roasts, ice-cream socials, playground activity, "Truth or Consequences," waffle bake, lawn party, hikes, sunrise breakfasts, story-telling parties, Halloween parties, Christmas caroling, toboggan and sled party, hay rides, movies, treasure hunts, tacco parties and concerts.

The Utah School for the Blind Chorus has entertained on many occasions. Their effectiveness is enhonced by their joy in singing.

Special Programs figured prominently in the school year 1962-63. The new classroom building was dedicated in a special program on November 9, 1962. It was conducted under the direction of Dr. Marion G. Merkley, State Superintendent of Public Instruction and included an invocation by Dr. Marsden B. Stokes, Assistant State Superintendent for Administration; welcome by Robt. W. Tegeder, Superintendent of the Utah Schools for the Deaf and the Blind; remarks by Mrs. Vera M. Gee, Chairman of the Governor's Advisory Council, and by Mr. R. Elwood Pace, State Director of Special Education; Dr. Merkley delivered the principal address, and Dr. Moroni H. Brown, Chairman of the State Board of Education offered the dedicatory prayer. Musical selections were performed on this program by the schools chorus and band.

"Thanksgiving in Song and Verse" was presented on November 21, 1962. It offered drama, speech, dance and music to an interested audience. On December 19, 1962, "The Night Before Christmas," as dramatized by the primary children and enhanced with music from the school band and chorus, represented traditions that have come down for ages regarding the Christmas season.

A highlight of the school year, was the presentation of a special Lincoln's Day program for the 1963 Utah State Legislature. Given in the House and Senate, the program included three choral selections, a band

number, vocal solo by Gerald Torgersen and a piano-percussion medley. Also included was a presentation of Lincoln's Gettysburg Address, both spoken and signed by students of the Utah School for the Deaf. The presentation was very well received by the legislators and visitors who occupied seats in the balcony.

LEFT: Take a good look—they won't be in this position long! Wrestling is a part of the school curriculum. RIGHT: Girls of the secondary department are taught homemaking skills. Here a totally blind student operates a sewing machine.

Interscholastic activities were held with the Idaho School for the Blind at Gooding, Idaho, March 1-2, 1963. Girls' Physical Education Demonstrations, Boys' Physical Fitness Competitions, a music program, declamation contest and wrestling bouts were included.

The Easter program, "Sounds of Spring," was staged April 11, 1963, and brought the school band and chorus into activity along with student music soloists and speech performers.

Other programs of the year included four piano recitals; a primary department musical, "We Sing Together"; program given at the school in appreciation to the National Association of Railway Women, Golden Spike Chapter No. 47 of Ogden, for their giving a large model train to the school; a one-act play; Baccalaureate and Commencement Exercises; seven programs for civic organizations, 17 for religious meetings, two for visiting legislators and three for other schools.

The National Federation of Music Clubs held their Ogden Festival on March 24, 1963, in the new classroom building. Twenty-nine of our students entered the various events and successfully earned three "superior" ratings as vocal soloists; 11 "superior," five "excellent," and four "very good" awards as piano soloists; and five "excellent" and one "very good" citations in the instrumental solo sections.

One additional highlight occurred this school year when the school chorus recorded several choral selections for "The New Messenger Talking Book Magazine," and also recorded a long-play pressing of choral selections for students and friends of the school.

The 1963-64 school year was likewise very eventful for the students of the school. November 27, 1963, brought the annual Thanksgiving program,

with its choral, band and instrumental music along with choral readings; "What is Christmas," was presented on December 20, 1963, and offered choral music together with a short play by the primary students. "Serenade to Spring," was the Easter variety program staged on March 26, 1964, and featured our country's rich heritage of folk tunes and dances.

The Utah School for the Blind hosted the Idaho School for the Blind for the annual interscholastic activities for the year, February 28-29, 1964. A declamation contest, spelling contest, Girls' Physical Education Demonstrations and Competitions, Boys' Physical Education Competitions, wrestling competition and a music program were feted. For special entertainment of the students, an evening social and a Leap Year Dance also were included.

Other programs of this school year included four piano recitals, seven appearances for civic organizations, 14 programs at religious meetings and one other special school function. An honor of extraordinary proportions came to the school chorus when it was invited to present choral selections for the first general session of the Council of Exceptional Children's Western Regional Convention, held at Salt Lake City, on November 6, 1963. The vocal group was very well received and highly complimented on their performance. The Baccalaureate and Commencement Exercises included chorus numbers and some special vocal ensembles.

What's more fun than playing in a band? Talented instrumentalists of the school band added to the musical menus of many programs.

The annual Ogden Festival of the National Federation of Music Clubs was again held at the school. At the musical events, piano soloists from the school received 13 "superior," three "excellent," eight "very good" ratings; three "superior" citations were won by instrumentalists and two "superior" achievements were gained by our vocalists.

SUMMARY

It is the united desire of the staff of the Utah School for the Blind that the teaching program be not only effective in the classroom, but that the students also show inward growth and improvement of character. Thus it is the objective that students of the school receive all necessary scholastic and social skills to equip them to enter into a sighted world with success.

Modifications to the program which is offered to blind children of our state have been made as needs have become apparent. These changes are being studied closely to make certain that our efforts are in the correct direction. At the present time we feel much satisfaction in the progress we have been able to make and are looking forward with eagerness to continued improvement which we desire to achieve through united efforts of the teachers and the most enthusiastic support of Superintendent Robt. W. Tegeder. Our true satisfaction of teaching comes through production of a continually better product — a better adjusted, self-respecting and contributing member of society.

GRADUATES

The following students having completed the required courses of study have been awarded diplomas of graduation:

UTAH SCHOOL FOR THE BLIND — May 29, 1963

High School Graduates:

Norman Tuttle ..... Ogden, Utah
Eugene Wood ..... Salt Lake City, Utah

Junior High Graduates:

Ralph Frandsen ..... Salt Lake City, Utah
Thomas Mitchell ..... Provo, Utah
Scott Stanger ..... Salt Lake City, Utah

UTAH SCHOOL FOR THE BLIND — May 28, 1964

Junior High School Graduates:

Jay Bell ..... Logan, Utah
Daylene Carpenter ..... Ogden, Utah
Leslie Hutchings ..... Bountiful, Utah

Respectfully submitted,
R. Paul Thompson, *Principal*

June 1, 1961 to June 30, 1964
EDUCATION OF THE DEAF - BLIND

Elizabeth McClellan of Salt Lake City continues her education at the Perkins School for the Blind Watertown, Massachusetts, in the Deaf-Blind Department.

Tuition and travel costs are assumed by the Utah Schools for the Deaf and the Blind. All transportation to and from Perkins are arranged by the Field Representative.

This child continues to make satisfactory progress in all phases of her school work and will continue her schooling at Perkins as long as she is benefited by the program offered in this highly specialized field.

Elizabeth McClellan is the only deaf-blind student of Utah presently being educated by the State of Utah in Massachusetts because there are no educational facilities available in this state, at this time for children with these impairments.

Respectfully submitted,
Kate Fenton, *Field Representative*

UTAH SCHOOL FOR THE DEAF

Report of the Principal

The handicap of deafness constitutes a deprivation that is difficult, if not impossible to appreciate by the average person who has heard sound from infancy. Teaching speech and language to a child who lives in a world of silence requries scientific knowledge and skill, unlimited patience, and faithful service on the part of the teacher. The Utah School for the Deaf in its last three years has been able to boast of its faculty as having completed 94% training to teach children who are deaf. A trained faculty is basically the success or failure of any school throughout the country. Small classes and much special equipment are also required to accomplish maximum results in the education of the deaf child. The school in the last few years through the efforts of the last two legislatures has been able to supply much of this equipment and specialized instructors making the process of teaching much more effective.

Miss Sharon White, teacher in training and Mr. Duane Harrison, instructor work on the Christmas song of O' Little Town of Bethlehem through the means of auditary training.

Teachers entering the school must meet minimum course requirements approved by the Conference of Executives of American Schools for the Deaf. Descriptions and hours required by the conference are as follows:

A. The Teaching of Speech to the Deaf 6 quarter hours

This course should include a study of the principles and techniques used in developing the formation of English sounds by the analytical method and also the introduction of speech by the whole-word method. Some time should be devoted to the correction of speech defects in the hard of hearing, but the major emphasis should be placed on the development of speech in the preschool and school-age deaf child. It is essential that the demonstrations and practice with deaf children under expert supervision be an integral part of this course. The course should include special consideration of the speech problems of the deaf child with mulitple handicaps.

B. The Teaching of Language to the Deaf 6 quarter hours
This course should include a study of the principles and techniques of teaching language to the preschool and school-age deaf child. The student should become familiar with the leading systems of teaching language to the deaf and should become familiar with the step-by-step development of at least one language system. The material in OUTLINE OF LANGUAGE FOR DEAF CHILDREN by Edith M. Buehl or THE LANGUAGE OUTLINE prepared by a committee of teachers at the Central Institute for the Deaf or similar material should form the basis of this course. The course should include consideration of the language problems of deaf children with multiple handicaps.

C. Methods of Teaching Elementary School Subjects to the Deaf 6 quarter hours
This course should include principles and methods of teaching reading to deaf children in the lower and higher grades. Methods of teaching subjects such as arithmetic, social studies, and science should be considered in this course. Particular emphasis should be placed on methodology in the intermediate and advanced grades. This course should also include consideration and use of visual aids in classes for the deaf.

D. Methods of Teaching Speechreading (Lipreading) to the Deaf and the Hard of Hearing 3 quarter hours
The various principles and techniques of teaching speechreading should be studied. Familiarity with such methods as the Nitchie, Jena, Kinzie, Muller-Walle and others, and research pertaining to lipreading should be a part of this course.

E. History Education and Guidance of the Deaf 3 quarter hours
This course should cover the history of the education of the deaf and the evaluation of the place of the deaf in the community from social, economic and political viewpoints from ancient times to the present. The course should help the student become familiar with the bibliographic source materials in the field on the education and welfare of the deaf. Research studies related to the psychology of the deaf, social adjustment of the deaf, and studies related to the learning problems of the deaf should be considered. The student should become familiar with the place of the adult deaf in today's society.

F. Auditory and Speech Mechanisms 3 quarter hours
The course should include a study of the anatomy, physiology and pathology of the speech and hearing mechanisms.

G. Hearing Tests and Auditory Training 3 quarter hours
The techniques and interpretation of pure tone hearing tests and an introduction to speech audiometry should be included in this course. Audiogram interpretation and at least ten air and bone conduction tests should be completed on children of varying ages who are in schools or classes for the deaf. The students should be introduced to several types of amplification systems used in schools and classes for the deaf. In auditory training the student should learn the techniques and principles of auditory training with special reference to such programs in

schools and classes for the deaf.

H. Observations and Supervised Practice Teaching 9 quarter hours
In addition to having teachers certified for the Conference of Executives of American Schools for the Deaf, teachers at the Utah School for the Deaf are required to obtain certificates for teaching children who are deaf from the Utah State Department of Education. The description for such is as follows:

Certificate for Teachers of Special Education Classes for Deaf Children.

After September 1, 1962, the State of Utah will issue two certificates for teachers of special education classes for deaf children – a provisional certificate and a professional certificate.

An applicant for certification to teach special education classes for deaf children shall present evidence that he holds:

A. Bachelor's degree.

B. Professional education core. (Recommended minimum 18 quarter hrs.) Preparation in this area shall include:
   1. Physical and psychological foundations including school health. (Recommended minimum of 12 quarter hours.)
   2. Social and educational foundations (Recommended minimum of 6 quarter hours.)

C. Introduction to special education or psychology of exceptional children. (Recommended minimum of 3 quarter hours.)

D. Specialized training.
   1. *Provisional Certificate* – Beginning September 1, 1962.
      A provisional certificate for teachers of special education classes for deaf children will be issued upon the recommendation of a training institution to a teacher who has completed a minimum of 18 quarter hours of credit in approved specialized training. This certificate is valid for two years and will be re-issued only once upon completion of six quarter hours of credit in additional approved study which may be applied toward the requirements for the professional certificate.

      The minimum of 18 quarter hours of approved specialized training required of all teachers qualifying for a provisional certificate in this area of special education shall consist of work from among the following categories distributed as approved by the state department or upon the recommendation of the institution which recommends issuance of the certificate.
      a. Study of speech science and anatomy of ear and vocal organs. (Recommended minimum of 6 quarter hours.)
      b. Study of teaching language to the deaf and methods of teaching elementary school subjects to the deaf. (Recommended minimum of 6 quarter hours.)
      c. Study of teaching speech to the deaf. (Recommended minimum of 3 quarter hours.)
      d. Student teaching of deaf children in programs approved for this purpose. Laboratory experience or directed observation recom-

mended by the university may be approved. (Recommended minimum 3 quarter hours.)

2. *Professional Certificate* — Beginning September 1, 1962.

A professional certificate for teachers of special education classes for deaf children will be issued upon the recommendation of a training institution to a teacher who has completed a minimum of 39 quarter hours of credit in approved specialized training. This certificate is valid for five years and will be re-issued for five years upon completion of six quarter hours of credit in additional approved study.

The minimum of 39 hours of approved specialized training required of all teachers qualifying for a professional certificate in this area of special education shall include work in each of the following categories:

a. Study of teaching speech science, anatomy of ear and vocal organs, auditory problems and guidance for the deaf. (Recommended minimum 12 quarter hours.)
b. Study of teaching language to the deaf and methods of teaching elementary school subjects to the deaf. (Recommended minimum 12 quarter hours.)
c. Study of teaching speech to the deaf and methods of teaching speech reading to the deaf. (Recommended minimum of 6 quarter hours.)
d. Student teaching of deaf children in programs approved for this purpose. Laboratory experience or directed observation recommended by the university may be approved. (Recommended minimum 9 quarter hours.)

At the present time *Standards for Admission to Special Education* Classes for the Deaf are as follows:

This type of program provides special education for children having hearing impairments which prevent them from developing their potentialities satisfactorily in a regular academic program or a program for the hard of hearing, but who are otherwise mentally and physically adequate.

1. Admission to class is to be by decision of a committee on which there shall be at least the teacher of this special education class, a school administrator, a school psychologist or school counselor, a school physician or public health nurse and a representative from the State School for the Deaf. Admission is to be on a continuing trial basis. Emotional stability, ability to profit from teaching, ability to function in a group situation, etc., are factors to be considered in the continuing enrollment of any child.
2. Approval for admission is to be given after reports by qualified and appropriate professional personnel of psychological and physical examination (including an acceptable audiometric report by a qualified examiner), academic readiness or achievement and family situations are all made available to the admissions committee. Additional speech and academic examinations are to be obtained when needed.

3. Class enrollment is to be not less than six or more than twelve. The right to exceed the maximum enrollment may be granted by the State Board of Education only upon special application by the school district. Children are to be scheduled for the special education class throughout the school day but should participate in such other school activities as seem advisable and appropriate.
4. Class is to be taught by a teacher properly certified.

Emotional problems with an accompanying severe hearing loss has found the school growing larger. A thorough study needs to be made of the slow learner and other multiple problems. Provisions for classes and offerings of a structured program continues for the slow learning child who is deaf.

Deaf children are admitted to the Utah School for the Deaf at five years of age and remain until they complete high school or become twenty-one years of age. It is recommended that the school give serious consideration to the nursery type program in the forthcoming years.

Birthday parties are one of the phases af the educational program at the Utoh School far the Deof. Language buildup has just been completed with this group through Miss Sharon White.

The school enrollment continues to grow. As of 1962-63 the total student enrollment was one hundred and ninety-two students. One hundred and one of these were on a residential basis and thirty-nine living at home in Ogden. Fourteen students were from out of the state. The total enrollment in the Extension Division numbered fourty-four students.

The 1963-64 school year brought an increase far more than anticipated due to the growth in the Extension Division. Ninety-eight students enrolled and lived at the school in Ogden. Thirty were enrolled on a day school basis. Eighteen came to the school from out-of-state. This year fifty-four children registered at the Extension Division.

SCHOOL PROGRAM

In this report for the periods covering July 1, 1962 through June 30, 1964 a major revamping has taken place in the Utah School for the Deaf.

The major ehange in this edueational program took effeet as of August 1962. The administration of the Utah School for the Deaf reeognized an obligation to keep all parents and friends informed about the progress and aetivities that oeeur during the sehool year. The sueeessful operation of any school is eontingent upon the support given it by the parents of its students.

At the beginning of the sehool year many of the parents were apprised of our new program whieh plaeed a ehild entering sehool at the age of five in the Primary Department. The first six years finds the ehild being instrueted through the oral approaeh with exelusive use of speeeh, speeehreading and amplified sound. After six years in the residential sehool at Ogden it would be determined through a systematie and psyehologieally sound manner where eaeh ehild would be plaeed. The aeademie program at this level is divided into two ehannels both on a rotation basis. One department is the Simultaneous program, earrying out instruetion via the manual alphabet, signs, speeeh and speeeh reading. The Oral Department presents an oral atmosphere of speeeh, speeeh reading plus amplified sound. Students in extra eurrieular aetivities and in the dormitories are provided with separate faeilities whenever feasible to develop to the fullest, proper manual and oral eommunieation skills.

Classes are also being eondueted for those ehildren eonsidered severely hard-of-hearing. The program is earefully being organized to meet the partieular needs of learning requirements of these students. Full eonsideration is given to these students to be partially integrated into the publie sehools whenever possible. This depends upon the hearing loss and aptitude of the student. From time to time this program should be evaluated with emphasis on the publie sehool.

Presently the program is also being geared to meet the needs of those students who fall into the multiple handieapped eategory. Researeh will be earried on in future years to determine the value of new teaehing methods and materials as to better meet the needs of these students.

The reading program begins with students at the first year level through the daily news that students bring from home. In the latter primary grades mueh of the reading is developed through ehart stories. In both the Simultaneous and Oral Divisions the reading program is earried on with eurrent textbooks and workbooks to eoineide with those used in the publie sehools. Weekly Readers and a well-ehosen assortment of books are used to supplement the basie program and to furnish material for speeial interest reading.

A pre-voeational program has been organized to prepare students for the more advaneed demands of the regular voeational program. The girls' voeational training eonsists of eommereial subjeets and all phases of homemaking ineluding eooking, sewing and family living. The boys' voeational department offers training in leather erafts, meehanieal drawing, earpentry, upholstery, barbering, welding, sheet metal, photography and all phases of printing.

Additional areas in driver training, art and sheet metal are now in effeet. For the girls, key puneh operation has been added. Voeational

aptitude tests continue to be given to students in cooperation with the Utah State Employment Security Office of Ogden. Counseling takes place with the students to acquaint them with some of the problems relating to vocational adjustment. These problems are analyzed and recommendations made for the type of training they should receive when arrangements can be made through the school. Vocational Rehabilitation continues to cooperate in making placement of students throughout the state.

Proposals for a new vocational building were made. The report was as follows in the planning stage: On December 15, 1963, preliminary data was completed for the new vocational building. Faculty members made their suggestions to the building board concerning room sizes and additional detailed information which they felt would meet the needs of students presently and for ten years hence. These plans have now been completed and were turned over to Kenneth Jones, Architect, who was appointed to do the preliminary drawings for the school.

In 1939 a building of this type was first proposed by Dr. Frank M. Driggs, superintendent of the Utah Schools for the Deaf and the Blind. For various and sundry reasons plans did not materialize and proposed plans for construction were postponed. In fact, the school still has a schematic drawing prepared several years ago by architects Hodgson and McClenahan of Ogden, Utah.

Presently, the vocational department is temporarily housed in the basement of Woodbury Hall in space which is desperately needed for play area for younger and intermediate students. When the new vocational building is completed in 1966, the basement of Woodbury Hall will be utilized for its intended purpose, and at the same time the new building will provide opportunity to expand the school's curriculum in the vocational areas.

In April of 1963, a Vocational Advisory Committee was formed. Its purpose and background is outlined below. It has assisted in much of the preliminary work.

In these modern days of advancement, there are all too few schools for the deaf across the United States that are providing for this type of vocational training which meets the demands for the immediate decades ahead. Today some schools are training boys and girls through vocational educational courses that prepare the students for jobs with little or no demand. Programs in vocational departments need to constantly adapt to new conditions and new circumstances. For this reason the Utah School for the Deaf prior to making initial drawings, decided to ask community leaders to serve on an advisory committee to assist in future planning for this area.

The advice and guidance which this group has contributed has been of substantial benefit to the school. The chief function of this committee was to strengthen the program and to give its direction once it has been modified to function in its new role. The membership of this committee was primarily composed of persons from the Ogden and Salt Lake areas. (See the April, 1963 issue of the Utah Eagle for members of the committee.)

For future new areas to be added to the school's program, representatives from management and labor will be consulted for their ideas. The school also feels that there should be a good working relationship between the school and the industries in and around the State of Utah. Far more important, however, is the continuous advice from these people to assure the administration that the vocational training program is not only up-to-date but actually meeting real industrial needs.

Committee members suggested ways in which they felt their departments could assit. Mr. Berg and Mr. Lofgren from the Ogden Employment Office offered suggestions as to ways in which they could help in the administering of tests while students were still at the school.

Mr. Judkins, also from the Employment Office, projected job outlooks in the Ogden labor area for the next five years. He pointed out that there is very little demand for the unskilled worker. He suggested that there is a great potential in the proposed expanding Western Service Center located in the Weber County area. He also felt that there will be a need for 600 accountants or tax examiners, 200 key punch operators, and 400 to 500 bookkeepers. Typists will also be in great demand. In the skilled areas, Mr. Judkins pointed out that there are many demands for the machinist, electronics technician, carpenter, painter, plumber, automobile mechanic, truck and auto body man, maintenance mechanic, power sewing machine operator and some demand for the welder and truck driver.

The Vocational Advisory Committee compiled a list of recommended areas for which facilities are needed in the new building. The staff and faculty of the Utah School for the Deaf have used these recommendations for the new vocational building.

It was determined that the areas to be included in the single floor unit are as follows: A general homemaking division including foods, with a family room and dining room, a sewing room with a new area for tailoring and power sewing machines. Another new area to be included is home nursing. In addition to a regular typing room, facilities for data processing were suggested. Printing and photography will continue to take their place in the curriculum since it has long met the needs of a greater number of boys graduating from the school than any other single area. Another new vocational area will be auto mechanics which is to be added to the present sheet metal and welding areas.

A general shop area will be maintained but in the complex around this area will be an elementary electric shop, as well as elementary plumbing, upholstery, drafting and painting. In addition, a new arts and crafts department is to be established and utilized for silk screening, leather crafts, jewelry, plastic, metals, ceramics and copper work. Barbering and a new beauty culture division are also to be included to care for the individual needs of students being housed on campus. An evaluation room for testing purposes is to be used by other assisting agencies of the state to help evaluate students' problems and assist in job placement.

Numerous suggestions as to the type of building needed for the deaf have been recommended since the aurally handicapped depend almost

entirely upon their sense of sight. The faculty has gone as far as suggesting technical euipment to be included in the building when designing begins. One of the highlights of the building will be the multi-purpose room with dividing doors which would allow for more than one class to use this room at the same time. Further evaluations and programming needs to be made for students participating in such a program. A report as to the progress of the program will be made in the next biennial report.

The basic plan for the vocational program is to progress students from the junior high to the high school. Several alternate plans may encompass the present program taking students to on-the-job training, vocational high schools, business schools or private schools. Upon graduation, students have the choice of going to the State Trade Technical School or general business schools. Students will also be encouraged to attend Gallaudet or other universities of their choice. The largest single area after leaving school, however, is still on-the-job training or working in an area that the student chooses for his vocation.

Serious thought should be given to providing a Guidance Counselor in the area of vocations to pre-test students prior to vocational work. Evaluations need to be made toward the end of the first year's work in junior high school, during the fall of the final year in junior high school and during the winter of the first year in senior high school. Further testing needs to be completed at the end of the final year in high school, wherever the student is taking his vocational training. Coordination for further follow-up study on students should be on a cooperative basis with the Vocational Rehabilitation. The Employment Security would continue to test students during the last year in junior high school and during the last year in high school. The Vocational Rehabilitations role would be to contact students during junior high school for further evaluations. A second contact would be made in the fall of the last year in high school wherever the student would be enrolled.

For the very complex vocational and academic program, 26 teachers were employed during 1962, 28 during 1963 and 31 teachers during 1964. These able instructors carried on instruction within the Primary, Oral and Simultaneous Departments.

Additions to the Oral Department were Mr. Duane Harrison who returned from Lexington School for the Deaf in New York City and Miss Linnie Rankin who assisted with the aritmetic program. She came to the school from Lancaster, Kentucky. Miss Marcia Lee, a graduate from Central Institute for the Deaf, St. Louis, Mo., took over responsibilities in the Primary Department. She also assisted with a special class in teaching the Association Method. An addition to the Primary Department was Mrs. Agapita R. Raneses. She received her special training at the Iowa School for the Deaf.

Miss Molly Anne Adams, a transfer from the Idaho School for the Deaf, took over teaching chores in the Simultaneous Department. Graduating from the teacher training program at the School for the Deaf in Little Rock, Arkansas, was Miss Loretta A. McDonald. She was assigned to the

Simultaneous Department. Mr. H. C. Wheeler received his training at the Oregon School for the Deaf and assumed duties in the same department.

During 1963 two very important supervisory roles were filled. Miss Aleen Hunt and Mr. Kenneth Burdett were appointed as Curriculum Instructors. Mr. Burdett assumed this role in the Simultaneous Department. He has served in teaching capacities in the intermediate and advanced grades for 29 years. Miss Aleen Hunt, after three years with the Extension Division, took over as teacher in charge. Her assignments during these years have been numerous, including teaching primary classes for children who are deaf and special classes with aphasic children. She also assisted in audiometric testing during her off hours which were provided gratis beyond the call of the classroom.

A long time need was fulfilled in 1963 when Mrs. Agnes Orr was engaged as school librarian. She has acted in the capacity of librarian at the St. Benedict's Record Library, Ogden, and at the Carnegie Free Library, Ogden. Projects completed were as follows:

- One-thousand one-hundred books processed, labeled, book jackets put on, carded and shelved.
- New card catalog started-alphabetized and 4000 cards filled.
- Magazines rack built.
- Newspaper rack built.
- About 500 old books weeded. Some kept and cataloged — some discarded.
- Back Annals and Volta Reviews ordered. Annals 1885 to date bound. Voltas 1917 to date bound.
- School papers sorted and placed in binders.
- Statistics compiled and submitted to the principal at the end of each month.
- All books — new style book card and book pocket typed and pasted in each one.
- Newspapers clipped for the vertical file.
- Magazines sorted and placed in racks, file cards made for each magazine and school paper.
- New encyclopedias received: Childcraft, World Book, American History, Science, The Children's Hour — 16 volumes.

The newly created Teacher Training Department affiliated with the University of Utah brought several new teachers to the campus. They were Miss LaRae Daw, Miss Betsy Brewer, Mr. Paul Steinfeldt, Mr. Robert Van Dyke and Mr. Steven Mecham.

Replacing Miss Linnie Rankin was Mrs. Freeda Donaldson a graduate of Minot State Teachers College, Minot, North Dakota. Her training was taken at the School for the Deaf in Devils Lake, North Dakota. Mrs. Mildred Hartwell replaced Miss Marcia Lee, who returned to her home state. She took her education to teach the deaf at St. Joseph's School for the Deaf in New York City, New York.

EXTENSION DIVISION

The Extension Classes in Salt Lake City continued to add to their enrollment. There were a total of forty-four children attending in 1962-63. At the beginning of this year there was a class started at Jordan Junior High School with a total of seven children enrolled. The junior high school was most cooperative in making space available and accepting these students into their program. The students who are deaf have been permitted to attend classes in gym, shop, typing, and homemaking with their hearing counterparts. In addition some of the students were enrolled in other academic classes with hearing children.

This year there was a rearranging of class membership to make possible the creation of a class for children with severe language disabilities. There were eight children in this new class. It was taught by the Association Method developed by Miss Mildred McGinnis at Central Institute for the Deaf. Miss Aleen Hunt was the instructor of this group.

Several new members were added to the staff in the Extension Division. Mrs. Esperanza Abal joined the staff as teacher at the first year level, which added six children to the school's enrollment. Mrs. Sabey Pingree taught the fourth year class in a classroom which was created in former office space at the Riley School annex. Mr. Grant Bitter returned from Lexington School for the Deaf, New York to teach the class at Jordan Junior High School. Returning for another year were Miss Jane Schoenfeld, who was assigned the second year class, and Miss Margot Butler, who taught the fifth-year group.

During the year there were a number of visits from classes from the Speech Department, College of Education, from the University of Utah and Brigham Young University. A number of other individuals visited as well. The children gave demonstrations for the convocations held by the University of Utah Speech Department.

Parent education classes were held by the staff and various aspects of the problems of deafness and education of the deaf were covered. Dr. Garron Brian, Principal of Riley School taught a series of Parent-Education classes for the parents of deaf children entitled, "The Family in the Changing World." This course was an adaptation of that which he had taught to a number of the other PTA groups in the city. Parents attended the same session taught the previous six weeks at Riley School. The first course was aimed toward the hearing child and his parents.

There were a number of field trips taken during the year. Some of these included the Salt Lake Art Center, Pioneer Village, the Zoo, Lagoon, the Great Salt Lake, the Post Office, the farm, a turkey farm, the Winder Dairy and a trip to the airport.

In 1963-64 the enrollment in the Extension Division increased to 54 students. These were eight new beginners, two transfer students joined the junior high school class, while one child moved to another school.

In order to have sufficient classroom space, an expansion to two rooms at the Lafayette School was made. Miss Margot Butler was instructor of the first year class and Miss Jane Schoenfeld was instructor of the second year

group. Mrs. Sabey Pingree taught on a half-day basis in Class Three while Miss Aleen Hunt taught for a half day in the class being instructed by the Assocation Method. There was an additional student added to the class. Miss Hunt was also appointed Curriculum Coordinator on a half-time basis. Mrs. Eperanza Abal served in a dual capacity – half day with Class Three and half day with a special class being taught by the Association Method. Unfortunately, ilines forced Mrs. Abal to retire in October and her place was filled by Mrs. Dorothy Kimball and later by Mrs. Legia Johnson.

Mrs. Judith Moll, who formerly taught in Champagne, Illinois, took over duties with Class Five, while Mr. Paul J. Steinfeldt, Jr. a graduate of the teacher training program at the University of Utah, had Class Six. Mr. Grant Bitter continued on with the class at Junior High School. He was honored and presented with an award by the Rotary Club as the outstanding teacher as elected and voted by the teachers at his school. The Junior High Class presented a very impressive demonstration for all principals and supervisors of the Salt Lake City Schools.

Mr. Miller continued to use the students who were deaf for demonstrations at the convocations presented to the freshmen by the University of Utah Speech Department. Parents and teachers participated in a dis cussion series using the John Tracy Clinic Parent Education Films.

Field trips taken this year were as follows: to see the Tabernacle Organ, to find fall leaves in the canyon, to the zoo, to a fire station, to the Salt Lake Water Treatment Plant, to ride a pony, to the Salt Lake Art Center, to the Weather Bureau, to Pioneer Village, to the Capitol Building and to a dairy. The older classes went to the airport to see President Kennedy when he came to Salt Lake City.

We are proud to report that this is the fifth year of operation for the Extension Division with classes at Riley Elementary, Lafayette Elementary and Jordan Junior High Schools.

Two most important events transpired since the last Biennial Report was made in 1962. They were the International Council on the Education of the Deaf which met at Gallaudet College in Washington, D.C., June 22-28 and the Alexander Graham Bell Association which held its convention in SALT LAKE CITY, from June 23 to June 28, 1963.

The International Council on the Education of the Deaf was a combination of the united efforts of the Alexander Graham Bell Association for the Deaf, Convention of America Instructors of the Deaf and the Conferenee of Executives of American Schools for the Deaf.

Ten faculty members from the Utah School for the Deaf made the journey to the nation's capitol. Those attending the meetings were: Mr. Robert W. Tegeder, Superintendent of the Utah Schools for the Deaf and the Blind; Mr. Tony Christopulos, Principal, Utah School for the Deaf; Miss Kate Fenton, Field Representative; Mr. Wallaee Bruce, Curriculum Coordinator and Supervisor of the Teacher-Training Program; teachers Mrs. Helen Farrar, Miss Molly Adams, Miss Anna Starr, Miss LaRae Daw, Miss Betsy Brewer and Miss Aleen Hunt. Mr. Reid Miller from the University of Utah represented the Teacher-Training Preparation Department.

For the first time in the history of the State of Utah, the Alexander Graham Bell Association for the Deaf held its meeting in Salt Lake City. The theme of the convention was "Challenge of the Classroom." The entire staff participated in hosting this most important convention. The keynote address was offered by James C. Marsters, D.D.S. a practicing orthodontist from Pasadena, California. The meetings were excellently attended by 350 people. A group of very energetic oral deaf adults organized a new association for the first time and elected officers.

TEACHER TRAINING PROGRAM

Under Public Laws 85-926 and 88-164 federal funds became available for training teachers for the deaf. During 1961-62, the Utah School for the Deaf and University of Utah organized a two-year undergraduate program that would qualify for federal assistance.

During the period of 1962-64, twelve trainees completed their academic preparation and were certified as teachers for the deaf.
They were as follows:

Trainees — 1963

Baird, Merril	Salt Lake City
Brewer, Betsy Ann	Salt Lake City
Daw, LaRae	Bountiful
Mecham, Steven R.	Ogden
Steinfeldt, Paul	West Jordan
Van Dyke, Robert	Ogden

Six teacher trainees graduated in June af 1963. Those in the program were as follaws: Front raw fram left ta right are Mrs. Betsy Brewer Jenkins and Mrs. LaRae Daw Warner. Back raw from left to right are Mr. Wallace Bruce, Supervisar af the Teacher Educatian Program, Utah Schaol for the Deaf, Mr. Steven Mecham, Mr. Paul Steinfeldt,, Mr. Merrill Baird and Miss Madeleine Helfrey, Chairman af Special Educatian, University af Utah.

Trainees — 1964

Carpenter, Douglas	Preston, Idaho
Grover, Justine	Salt Lake City
Hayward, Joan	Logan
Poderzay, Julia	Salt Lake City
Quist, Karine	Salt Lake City
White, Sharon	Salt Lake City

Graduating class of 1964 from left ta right are: Miss Justine Graver, Miss Julia Poderzay, Mr. Dauglas Carpenter, Miss Jaan Hayward, Miss Sharan White, and Miss Karine Quist.

Nine from thc abovc groups filled vaeaneics oeeurring in thc Utah Sehool for the Deaf. The tcacher education program has assisted in the long-range development of a trained faculty as well as assisting in thc out-of-state reeruitment of additional personnel.

Trainees are provided board and room during their senior year of internship on the sehool campus in Ogden. Eaeh trainee repays the Utah School for the Deaf by working an appropriate number of hours per week. Assignments are made to assist in the dining room management of the Primary Department in addition to other areas.

SURVEY OF PROGRAM FOR PREPARING TEACHERS OF THE DEAF — UNIVERSITY OF UTAH — May 16-17, 1963, by the Conferenee of Executives of American Schools for the Deaf

Observations and Reeommendations:

1. The Utah program for training teaehers of the deaf is an undergraduate program integratcd into the Junior and Senior years of a university program which leads to the Baehelor of Science degree in Speeial Edueation. It is a program special and apart and is not a part of a program of preparation of teaehers of the normal child.
2. Staffing is exeellent. All courses required by the Conferenee of Executives of American Sehools for the Deaf are ineluded. All methods courses are taught by trained and experieneed teaehers of the deaf, graduates of the Clarke and Lexington Programs. The remaining course is taught by the direetor of the Department of Speeeh and Hearing. Credit hours are adequate. Course eontent is exeellent.
3. An interesting and highly eommendable faeet of the staffing arrange-

ment is that which permits one of the instructors who is trained in the education of the deaf to teach also in the program which prepares speech correctionists for the regular public schools.

4. The program is especially strong in the fact that the trainees live on the campus of the Utah Schools for the Deaf and the Blind during the entire senior year, not just during observation and practice teaching blocks of time. They observe classes daily from the opening of the school in September. The practice teaching is introduced in the routine manner as it is in our older, traditional programs, not in blocks as becomes necessary when the trainees do not live on or near the campus of the practice teaching facility. The trainees eat with deaf children, three meals per day and are assigned duties, which provide valuable training experiences with deaf children at various hours between four o'clock and bed time. They share responsibilities for the pupils' social program. They help with the Boy Scouts and Girl Scouts programs. They do individual tutoring in the evening.

5. The program includes day school observation and practice teaching in Salt Lake City. It is commendable that training in both types of facilities is offered. The day program is really an extension of the Utah Schools for the Deaf and the Blind and comes under the direct responsibility and supervision of the superintendent of that school. This fact automatically prevents the obstacles which might otherwise be encountered in coordinating observation and practice teaching in two or more facilities.

6. The program includes out-of-state visits to public residential, private, denominational and day school programs. The itinerary of the class of 1963 included the day program in Portland, Seattle, and Denver, the Missouri School in Fulton, Central Institute for the Deaf and St. Joseph's School for the Deaf in St. Louis. We recommend that a similar program of visitation be provided each year.

7. Although the professional library at the school in Ogden meets minimum requirements, we recommend that an effort be made to increase the number of copies of such items as may need to be used by several of the trainees at the same time. This should be a continuing consideration during the next several years.

8. The practice teaching facilities, residential and day, should meet the needs for a class not to exceed eight. We firmly recommend that eight be set as a limit as students are recruited for the program.

9. Five of the six trainees of the class of 1963 filled positions for the 1963-64 school year in the Utah School for the Deaf. This arrangement will meet a current, critical need. However, we subscribe to the principle of "cross breeding" of techniques and philosophies in the area of the education of the deaf. It is, therefore, our recommendation that this element of strength of the training center can be maintained best by filling some of the vacancies which will occur from time to time by employing teachers trained in other programs.

10. I wish to compliment all who have been engaged in laying the ground work for the Utah program, at the Utah School for the Deaf, at

the University of Utah and in the Utah State Department of Education, for the manner in which the required courses, qualified instructors, and adequate hours of the student's time have been incorporated into a resulting "traditional" type of program, the kind which will produce good teachers of the deaf.

Respectfully submitted,
Hugo F. Schunhoff, Ed.D.
Committee on Teacher Training and Certification

SHORT COURSE ON APHASIC CHILDREN

Through the efforts of the Division of Community Health Services in the Department of Health, Education and Welfare a short course on teaching aphasic children was offered. The State Department of Health, the University of Utah Speech and Hearing Clinic and the Utah School for the Deaf worked jointly in an effort to make this class possible to veteran teachers throughout the United States. The class is offered for the habilitation of aphasic children and multiple handicapped deaf children with aphasoid symptoms.

The plan provided training for twenty therapists in the McGinnis Association Method of habilitating aphasic children. Two sessions were approved to run from August 3rd to August 14th, 1964 with a total of fifty hours of instruction and practice; the second session will be a continuation of the first and will be given July 5 to July 16, 1965 for another 50 hours of class time.

Mrs. Edna K. Monsees, director of the school for aphasic children which is operated by the Hearing and Speech Center of the Children's Hospital of Washington D.C., was the intructor for the course. Miss Aleen Hunt was the instructor of the demonstration classes.

KEY PUNCH PROJECT

The Utah School for the Deaf was selected as one of six training centers for a field test of the Perceptascope Filmed Training Series for Deaf Key Punch Operators. This class of trainees was under the supervision of Miss Loretta McDonald, typing instructor at the school. Miss McDonald took a two-week orientation session in Washington, D.C. The other training centers included schools for the deaf in California, Pennsylvania, Virginia, Florida and Gallaudet College for the Deaf in Wash., D.C.

Keypunch operation has proven to be a skilled occupation which deaf operators can follow succesfully but training courses which deaf persons can take successfully are not generally available. To help meet this need, a series of 31 filmed lessons developed by Perceptual Development Laboratories of St. Louis, Missouri, has been fully captioned and adapted for use with deaf trainees.

The program consists of black and white Percepto Film, instructor's manual, training records, proficieney test booklets, scoring device, and practice punch cards. Films, use of still photographs, art work, animation, and live action photography in effect combination to explain, demonstrate, and

review machine and punching procedures and to present precisely paced drills. The program includes spaced measured production test which show precisely the progress made in speed and in accuracy of punching. Students interest is maintained throughout, training is faster and results are long-lasting. "Pacing of the particular group undergoing training can be speeded up or slowed down, as necessary, at the will of the instructor. The instructor may: Use still projection for matter requiring extended viewing and discussion or explanation. There is use of tachstoscopic (flash) projection where there is need to build up rapid and accurate perception. Use of motion pictures at various speeds where motion is important in the instruction. Stop the projection at any point for discussion or explanation. Reverse the film at any point for review. Use a back film to superimpose material on the front film and to time the rate of projection of the front film. Conduct training or demonstration with complete freedom of movement in the classroom through the use of a remote control unit. Move the projector easily and quickly to new locations. The machine is under remote control by the instructor.

The objective of the project was four-fold: to develop, a technique for utilization of these materials; to give limited training to a group of instructors in the use of the Perceptascope training series; to test the materials under actual training conditions and to collect data on the progress of trainees and develop a summary report giving an evaluation of the training program.

Perceptual Development Laboratories and International Business Machines Corporation cooperated with the Office of Captioned Films Department of Health, Education and Welfare in leasing one Perceptascope and five keypunch machines for each of the sites. The Government furnished on loan to each training center a full set of keypunch training films as revised for use with the deaf and for use on the Perceptascope projector. Mrs. Ruth Carney, from the Office of Captioned Films, supervised the project.

NEED FOR FURTHER AUDIOMETRIC PROCEDURES

Seven high powered group amplification systems were added to the school, bringing the total to twenty-six. Purchases were made through state funds.

Requests for an audiologist have been made to carry on the heavy burden of audiometric and hearing aid evaluations. The purpose of having such an expert on the staff is to complete audiometric evaluations of all students currently enrolled at the Utah School for the Deaf on a yearly and a bi-yearly basis. There is a tremendous need to have all entering students tested prior to entrance during the first month of school. We are having many transfer students currently asking for admission to the school usually with no audiometric results other than those passed on from the prior school. There remains a need for further diagnostic hearing evaluation for all pre-school children before entrance to the school is granted.

The audiologist would be required to counsel parents and students in the interpretation of testing results. He would also need to make recommendations for acquiring hearing aids and to give information concerning

the funetion of the hearing aid. Sueh a person is also needed to encourage students towards the maximum use of the hearing aid. This person would also be able to assist the school in future research projeets which are sorely needed at this time.

The hearing aid serviee program eontinues to funetion, providing children with batteries, cords, etc. These duties are presently being performed by Mr. Bruce and the teachers-in-training. The maintenance of these aids now begins to be a eritical problem since time can not be found to repair all of the aids presently aeeounted at the school.

The P.T.A. was onee again instrumental in raising money to provide a functional audiometrie testing room. This room is now fully sound proof and contains the following equipment.

1. Beltone Clinical Audiometer with turn table.
2. Two speakers for free field testing.
3. Carpet and air-eonditioning system

Our thanks are extended to the P.T.A. for their diligent efforts in making this room possible.

DEATH AND REPLACEMENTS OF STATE SUPERINTENDENTS

Perhaps the largest single edueational story throughout the state of Utah was the unexpected death of former State Superintendent Wilburn N. Ball of Oetober 2, 1962. On August of 1962 Dr. Marion G. Merkley was appionted by the State Board of Edueation to replace Superintendent Ball. Dr. Merkley had served less than eight months before dying of a heart attack. In May of 1963, Dr. T.H. Bell was appointed to suceeed Dr. Merkley as the new State Superintendent of Publie Instruetion. A new position of deputy ehief was also ereated at this time and Mr. Walter D. Talbot assumed these duties in the state sehool offiee.

JUNIOR LEAGUE TIKI ROOM

A group of women, members of the Junior League of Ogden took over the basement of the old gym building and created what is presently known as the Tiki Room. The basement was at one time a dingy old room with roek walls, bare windows and an unsightly eeiling erisserossed with, sewer and heating pipes.

At the eompletion of the projeet, one now finds a snaek bar with a grass roof, kitehen with a beautiful fountain and refrigerator, grill, ete. An oyster-eolored burlap eeiling and branches from the trees stretching into the elouds beautifies the room. Also matehing the trees are colorful eouehes and chairs. A ping-pong table and a regular-sized pool table are also in the room. The women also donated records and a stereophonic reeord player. The floor was laid with new asphalt tile.

Those primarily responsible for the work were Mrs. Charles S. Eubank, President of the Junior League, Mrs. Ralph Collins, Mrs. Cless W. Paek, Mrs. Gilbert H. Iker and Mrs. Marvin S. Rabe.

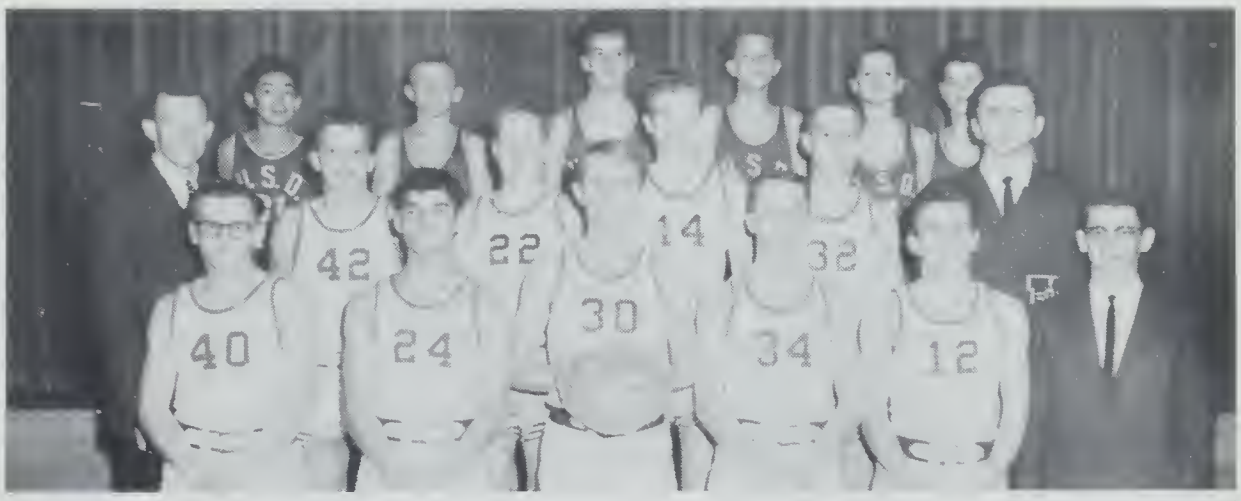
An exeeutive eommittee was organized to direet the affairs of the eanteen. The opening date was on Friday, February 1, 1963. The room was presented to Superintendent Robert W. Tegeder by the women of the Junior League.

ACCEPTANCE TO HIGH SCHOOL ACTIVITIES ASSOCIATION

Effective as June 17, 1963, the Utah School for the Deaf was accepted as a member of the Utah High School Activities Association. A thorough study as to the merits for joining this organization was made in Sept. 1960.

The Utah High School Activities Association is a member of the National Federation of State High School Athletic Associations. The basic aim of the organization is to supervise, control and administer all of the interscholastic activities in which member schools participate. The purpose of the association is to stress the cultural values and the appreciations and skills involved in all competitive activities. The association also promotes cooperation and friendship among high school students. Membership consists of most public and private high schools.

The Utah School for the Deaf hopes to be able to participate in as many activities as is possible as the growth of the school continues. The school is presently playing in the Jordan Division region five.



Basketball for both Junior Varsity and Vorsity hos been on the upswing at the school. Thase involved in this activity front row, left to right are Wayne Kitchen, Leo Duran, Dennis Calley, Ranald Burdett, Ronald Barker and varsity cooch Mr. Jerry Taylor. Secand row, left to right, Juniar Varsity coach Mr. Robert Van Dyke, Croig Jahnson, Clarke Zemp, Markley Wilkin, Gregory Rothbun and manager John O'Neill. Bock row fram left ta right is the Junior Varsity team. Smiley Briseno, Steve Morlock, Paul Arthur, Dale Caak, Jerry Roach and Ricky Orlondi.

BASKETBALL

1962-63		1963-64
U.S.D.–44	Morgan–38	U.S.D.–31
U.S.D.–33	Clearfield–62	U.S.D.–20
U.S.D.–46	Intermountain School–64	U.S.D.–20
U.S.D.–50	Clearfield–47	U.S.D.–32
U.S.D.–50	Grantsville–42	U.S.D.–37
U.S.D.–42	Judge Memorial–65	U.S.D.–13
U.S.D.–51	Skyline–79	U.S.D.–27
U.S.D.–47	Intermountain School–57	U.S.D.–32
U.S.D.–52	Ben Lomond–53	U.S.D.–27
U.S.D.–56	St. Joseph–65	U.S.D.–29
U.S.D.–42	Weber–44	U.S.D.–19
U.S.D.–60	Park City–41	U.S.D.–27
U.S.D.–52	St. Joseph–62	U.S.D.–26
U.S.D.–56	Judge Memorial–72	U.S.D.–34
U.S.D.–47	Colorado S.D.–65	U.S.D.–28
U.S.D.–45	Olympus–75	U.S.D.–43
U.S.D.–44	Grantsville–38	U.S.D.–39
U.S.D.–42	Idaho S.D.–50	U.S.D.–49
		Intermountain School–70
		Olympus–64
		Ben Lomond–80
		Weber–53
		Industrial School–70
		Weber–63
		Intermountain School–73
		St. Mark's–81
		Dugway–76
		Judge Memorial–68
		Grantsville–75
		St. Joseph–82
		St. Mark–67
		Judge Memorial–78
		Colorado S.D.–72
		Grantsville–81
		St. Joseph–88
		Idaho S.D.–74

SPECIAL EVENTS

PARENT TEACHER ASSOCIATION VARIETY SHOW

The largest function for the P.T.A. during 1962 was its annual fund raising project to build an audiometrie testing laboratory for the sehool. On Mareh 14, 1963 Brigham Young University presented a variety show at the Ogden High Sehool Auditorium. Funds amounting to $2,300.00 were raised to eomplete this room. Some state funds were also used to eomplete the room.

P.T.A. offieers for this year were:

President: Mr. and Mrs. Lee Reese

Viee President: Mr. and Mrs. Fred L. Kerr

Seeretary: Mr. and Mrs. Donald Haneoek

Treasurer: Mr. and Mrs. Benjamine Hunt

The above offiees also served for the 1963 sehool year. Their efforts are greatly appreeiated sinee to an extent, the sehool revolves around tltem.

Combined P.T.A. meetings with the Salt Lake City and Ogden parent groups began in 1963. The P.T.A. sponsored a danee review from both divisions and this proved extremely valuable in getting all parents together. In addition, the Ogden P.T.A. hosted the parents from Salt Lake City to a pot luek dinner held during the later part of the 1963 sehool year.

Brigham Young University International Folk Dancers were sponsored by the P.T.A. to present their program on April 2, 1963 at the Mount Ogden Junior High Sehool. This group performed authentie danees from Austria, Seotland, Hungary, Israel, the Ukraine, Poland, Ameriean Indian and the Balkans. This group also performed at the New York World's Fair. The money from this fund raising projeet has still not been used.

A series of nine edueational films (16mm, sound, blaek and white with reeords) dealing with the edueation of the deaf were shown from January 31 to Mareh 11, 1964. The nine films illustrated teehniques used to develop eommunieation skills in young deaf ehildren. They have been on loan to the sehool by the John Traey Cline of Los Angeles, California. Beltone Hearing Aid Company of Salt Lake Ciy asssited in making the films possible at both the Extension Division in Salt Lake City and the sehool in Ogden.

Parents spent from one hour to an hour and a half at eaeh showing in the afternoon. Diseussions were followed after viewiing the films. A nursery was set up for other young ehildren eoming with the parents. Teaehers partieipating in the diseussions were Miss Nora Beers, Mr. Steve Meeham, Mrs. Isabelle Thateher, Mrs. Agapita Raneses, Mrs. Jean Welling and Mrs. Mildred Hartwell. At other future dates the seeond series of John Traey Clinie films will be shown to those interested parents.

CAPTIONED FILMS

Our Sehool for the Deaf has reeeived a total of 56 eaptioned edueational films from Captioned Films for the Deaf Ineorporated under a federal grant administered by the U.S. Offiee of Edueation. The sehool was one

of 20 schools for the deaf chosen nationally as a depository. The films are placed with us on a permanent loan basis. Our only obligation is to use them and make them available to any deaf group in our state who desires their use. More films will be issued to us at various intervals.

STANDING IN PROFESSIONAL ORGANIZATIONS RANKS HIGH

The Utah School for the Deaf administration and faculty have real cause to be proud of the school's attitude towards professional organizations. Those professional organizations to which administrators and teachers of the deaf belong include: The Alexander Graham Bell Association for the Deaf, The Council for Exceptional Children, The Utah Education Association, The National Education Association and The Utah Speech and Hearing Association.

In a review of 34 faculty members and organizations to which they belong, the following information is made available.

The American Instructors of the Deaf	29
The Alexander Graham Bell Association	28
The Council for Exceptional Children	16
The Utah Education Association	27
The National Education Association	9
The Utah Speech and Hearing Association	7
The American Speech and Hearing Association	3

Membership in these organizations is on a voluntary basis which strengthens the over-all standing of professionalism at the Utah School for the Deaf.

VOCATIONAL DEMONSTRATION

Beginning a new educational demonstration was the vocational night held on April 17, 1963. Displays of all work done in the shops and home economics division for the entire school year were exhibited. Teachers met and talked with parents as they rotated from department to department.

Teachers in Training were also included in the program as they demonstrated the build-up of elementary background for advanced vocational training. Future demonstrations of this type are being evaluated.

GIFTS OF THE SCHOOL

Two of the largest gifts presented to the school were a new portable science laboratory donated by the Ogden Kiwanis Club and a $500.00 donation by Marquardt Give Once Club. Instrumental in getting the unit were Mr. James Kallas, chairman of the Kiwanis boys and girls committee, and Superintendent Robert W. Tegeder also a member of the Kiwanis Club. The science laboratory on wheels is greatly appreciated and will add scientific knowledge to both students and teachers.

The $500.00 donation by Marquardt Give Once Club was presented to school on November of 1962. This is the second presentation to the school over the past several years. The money was divided equally by the school for the Blind and the School for the Deaf. The School for the Blind purchased a braille writer with their money and the School for the Deaf a plastic binder.

Additional gifts to the school were a spirit duplicator to the Extension

School donated by the Women's Eagles Auxiliary of Salt Lake City; a $50.00 donation toward the purchase of a primary typewriter and a recreation supplies donated by other benevolent organizations. We are indeed grateful to others who have contributed throughout the years.

SPECIAL PROGRAMS

Parties this year were under the direction of departmental Student Councils. They featured dancing, evening meals at downtown restaurants, skiing, hiking, trips out of town, special dates to remember, etc.

The Primary Department presented the annual Christmas program. Each class presented a portion of the program. Unique in the 1962 program was that most of the practice took place in individual teacher's classrooms.

The December 20, 1963 Christmas program was presented by the Simultaneous Department. The program was divided into two parts. In the first section, solo dancers, groups of dancers, and acrobats depicted Santa's Elves turning out toys in rapid succession. The second half of the program was a series of tableauxs showing the birth of the Saviour. The complete Simultaneous student body was utilized in the production.

The Oral Department of the School for the Deaf presented the annual Easter program on March 26, 1963. The program was divided into two parts. The first part "A Remembrance of Easter" depicted Easter customs throughout the world. The story of Easter Bunny was directed by several teachers in training.

The second part, "Portraits of America" was portrayed through song, dance and narration. This same program was presented for the Alexander Graham Bell Association meeting held in Salt Lake City.

The Simultaneous Department presented short classroom programs in place of the traditional yearly Easter program. This type of programing proved highly successful in its first attempt.

Tuesday, February 13, 1963, will long be remembered by students and faculty members of the Utah School for the Deaf for the very impressive program presented for the Utah State Legislature. Both Celia May Laramie and Patti Fullington presented the "Gettysberg Address." Celia May Laramie presented the address through the manual approach, and Patti Fullington used the oral approach. Members of both the House and Senate were extremely thrilled as they watched the presentation in the House of Representatives' Chamber.

COMMENCEMENT EXERCISES

Nine students graduated from the Utah School for the Deaf on May 29, 1963. Commencement speaker was Elder Sterling W. Sill, Assistant to the Council of Twelve from the Chruch of Jesus Christ of Latter-Day Saints. The student address was given by Connie Perkins daughter of Mr. and Mrs. Vernon Perkins of 4023 Monroe Blvd., Ogden, Utah.

Five students graduated from the Simultaneous Department and four from the Oral Department on May 28th 1964. Graduation speaker was Dr. Charles Taylor from Brigham Young University. Student addresses were given by Patty Ann Fullington of Oral Department and John O'Neill from the Simultaneous Department. Graduating class were as follows:

SCHOOL FOR THE DEAF - 1963

Robert Gillespie — son of Mr. and Mrs. James Gillespie
3241 North Canyon Road, Provo, Utah

Veldon Haddon — son of Mr. and Mrs. John Haddon
503 - 3rd Street, Ogden, Utah

Rhonda Hurst — daughter of Mr. and Mrs. Thomas Hurst
P.O. Box 186, Orem, Utah

Clarinda Jack — daughter of Mrs. Virginia Myore
Tridell, Utah

Connie Perkins — daughter of Mr. and Mrs. Vernon Perkins
4023 Monroe Blvd, Ogden, Utah

Ronald Perkins — son of Mr. and Mrs. Frank Perkins
3759 South 6400 West, Magna, Utah

Eric Przybyla — son of Mrs. Maria Przybyla
958 Lincoln Street, Salt Lake City, Utah

Diane Quinn — daughter of Mr. and Mrs. John Quinn
579 South 450 West, Cedar City, Utah

Brant Skelton — son of Mr. and Mrs. Brant Skelton
730 West 1500 South, Woods Cross, Utah

SCHOOL FOR THE DEAF - 1964

Clyde Fowler — son of Mrs. John H. Bills
24 East 13th South, Salt Lake City

Patricia Ann Fullington — daughter of Mr. and Mrs. G.A. Fullington
17 - 19 Road, Hong Kong B.C.C.

Ronald J. Koss — son of Mr. and Mrs. John Koss
364 South 3rd West, Price, Utah

John James O'Neill — son of Mrs. Marguerite Bertangnole
2215 Berkeley Street, Salt Lake City, Utah

Beth Sabey — daughter of Mr. and Mrs. Elmo Sabey
Wallsburg, Utah

Roger Tallerico — son of Mr. and Mrs. John Tallerico
585 Janet, Helper, Utah

Morris Tatum — son of Mr. and Mrs. William Tatum
P.O. Box 825, Elko, Nevada

Eldon Thomas — son of Mr. and Mrs. Reed Thomas
R.F.D. 1, Box 299, Spanish Fork, Utah

Russell G. Workman — son of Mr. and Mrs. Thomas Workman
695 Edgehill Drive, Sunnyside, Utah

CONCLUSION

The school has seen tremendous progress during the past several years. Two of the most significant events were the establishment of the dual program and the advent of Federal aid for prospective teachers of the deaf. The teacher training program has been important in that it has fed to the school more and better teachers. For all those who have made this a reality we are indeed grateful. The dual program has given the school much flexibility. To those who have worked diligently towards this end we are again thankful.

Captioned films and others audio visual materials have made the job of teaching more effective. Much of this credit goes to the Department of Education and its fine staff.

The ever-increasing number of severely multiply handicapped deaf children has brought upon the faculty new challenges. Thorough planning we must provide opportunities for these children.

We are indeed grateful to teachers, curriculum instructors, field representative and the superintendent. These people have given of their utmost to help the school become perhaps one of the finer institutions in the west.

There are exciting days ahead in the education of the deaf. We must seek and find ways in which to improve the education for these children; seek and find ways in which educators can agree and foremost to look beyond the horizon as we move ahead.

Respectfully submitted,
Tony Christopulos, *Principal*

REPORT OF THE FIELD REPRESENTATIVE
July 1, 1962 to June 30, 1963
PSYCHOLOGICAL TESTING

Leiter International Performance Scale administered to 25 students in the School for the Deaf.

Stanford Achievement Test on Primary, Elementary, Intermediate and Advanced levels given to 128 students in the School for the Deaf.

Interim Hayes-Binet Intelligence Tests given to 14 students in the School for the Blind.

Weschler Intelligence Test for children (WISC) given 5 students in the School for the Blind.

SCHOOL CENSUS

September 1962-63 School Census for this area tabulated and sent to the school district offices of Ogden City and Weber County.

Ogden City Schools	In School	Pre-school
Deaf	22	0
Blind	12	1
Weber County School	**In School**	**Pre-school**
Deaf	10	0
Blind	4	2

Blind

16 boys and 22 girls of pre-school age blind, tabulated.

3 boys and 1 girl and/or retarded not in school tabulated.

7 boys and 6 girls emotionally disturbed and/or retarded not in school, tabulated.

Readers service was provided for three blind students in public school supervised by the Field Representative and paid for by the Utah Schools for the Deaf and the Blind.

Deaf

20 boys and 22 girls of pre-school age deaf, tabulated.
3 boys and 2 girls and/or retarded not in school, tabulated.

STUDENTS TERMINATED FROM THE SCHOOL

School for the Blind

Name	Entered	Terminated	Cause
Allen, Mark	8-28-61	3-22-63	Behavior Problem
Bettess, Debby	9- 1-51	5- 3-63	Moved to Texas
Brooks, Elton	9- 5-50	8-28-62	Entered public school
Buoy, Alyce	9-28-53	8-28-62	Entered public school
Carey, Robert	11-27-61	5-28-63	Withdrew voluntarily
Etherington, Wendy	8-28-61	5-22-63	Moved to Guam
Gates, Frankie	8-29-60	9-15-62	Moved to Arkansas
Howard, Robert	9-23-57	8-28-62	Entered public school
Lake, Vickie	9-11-53	8-28-62	Entered public school
Macom, Judy	2- 4-57	8-28-62	Entered public school
Sam, Dean	9- 2-59	2-28-63	Entered public school
Tooehy, Joseph	1- 3-62	3-23-63	Moved to Montana

School for the Deaf

Adams, Thomas	9- 3-57	4-13-63	Parents request
Comish, Leo	8-28-61	11- 2-62	Moved to Washington, D.C.
Muller, Edward	5- 3-63	5-29-63	School's request
Murray, John	9- 6-49	63	(Asked to leave school) Behavior problem
Seymour, Barbara	8-29-60	5-22-63	Moved to Germany
Todd, Donald	8-28-62	5-29-63	Entered Day Care Center
Works, Jesse	9- 4-56	4-10-63	School's request — emotional problem

July 1, 1963 to June 30, 1964

PSYCHOLOGICAL TESTING

Leiter International Performance Scale administered to 28 students in the School for the Deaf.

Stanford Achievement Test on Primary, Elementary, Intermediate and Advanced levels given to 154 students.

Interim Hayes Binet Intelligence Test given to 10 students in the School for the Blind.

SCHOOL CENSUS

September 1963-64 school census for this area tabulated and sent to the school district offices of Ogden City and Weber County.

Ogden City Schools	In School	Pre-school
Deaf	27	2
Blind	15	0

Weber County School	In School	Pre-school
Deaf	14	0
Blind	6	1

Blind

9 boys and 17 girls of pre-sehool age blind, tabulated.

8 boys and 6 girls emotionally disturbed and/or retarded not in sehool, tabulated.

Readers Serviee was provided for three blind students in public high school supervised by the Field Representative and paid for by the Utah Schools for the Deaf and the Blind.

Deaf

18 boys and 20 girls of pre-school age deaf, tabulated.

3 boys and 2 girls and/or retarded not in school, tabulated.

STUDENTS TERMINATED FROM THE SCHOOLS

School for the Blind

Name	Entered	Terminated	Cause
Anderson, Michael	9- 1-59	9- 6-63	Parents request to enter publie school
Ball, Jeffery	10-13-58	12-20-63	Moved to Arizona
Dufka, Sharon	8-28-61	8-28-63	Entered publie school
Oberhansley, Bonnie	8-27-63	11-27-63	Parents request

School for the Deaf

Collier, Lou Ann	9- 6-49	8-28-63	Did not return of own aceord
Mata, Henrietta	9- 3-58	8-28-63	Transferred to Wisconsin
Osmond, Thomas	9- 9-52	2- 4-63	Moved to California
Standing, Diane	3-19-62	8-28-63	Entered publie school
Street, Carol	9- 3-57	8-28-63	Moved to California
Street, Patty	1- 5-54	8-28-63	Moved to California

HEALTH REPORT — 1962-63 SCHOOL YEAR

By Mrs. Dorothy Lamb, *R.N. Head Nurse*

On registration day 200 parents talked to nurses regarding medieation and other problems.

Total number of students referred for treatment	2520
Number vision tests administered	20
Number referred for care	7
Number referrals completed	7
Number physieal examinations referred	10
Number referrals eompleted	10
Number of children referred by Dr. Way for special eare	7
Number of referrals eompleted	7
Number of ehildren referred for dental eare	10
Number of referrals eompleted	10
Number of penieillin shots given	75
Number of letters sent to parents advising of illness, emotional, dental:	150

Immunization Clinic — DPT - DT - SU 75
Influenza immuniation clinic Shots 175

Dr. Grant H. Way held clinics each Tuesday morning and treated such illnesses as infected ears, sore throats, staph infection, athletes feet, sprained ankles, cuts, bad bruises, insect bites, impetigo and first aid.

Dr. Way held special clinics for competitive sports. Physicals, blood pressure, hernia, heart, etc.

Communicable diseases treated were: scarlet fever, strep throat, measles, chickenpox, mumps and flu.

Conferences throughout the school years were held with parents, housemothers, instructors, principals, doctors, the field representative and superintendent regarding the health of the students.

Medications given:
15 various types of vitamins daily
4 seizure medication given once daily
6 seizure medication given three times daily
3 thyroid medication given once daily
2 cortisone preparations given twice daily
3 nasal spray preparations given twice daily
4 kinds of eye drops for glaucoma given 4 times daily. Solution for artificial eyes used twice daily.
2 antibiotics given once daily.
Allergy medication given four times a day
Nicotinic acid given for control of dizzy spells as needed.
Artificial tear drops - 1 drop each hour a day.

HEALTH REPORT — 1963-64 SCHOOL YEAR

On registration day over 200 parents talked to nurses regarding medication, dental care and other problems.

Total number of students referred for treatment	2100
Number vision tests administered	10
Number vision tests referred for special care	8
Number referrals completed	8
Number of children referred by Dr. Grant Way for special care (fractures, injured backs, ear, surgery)	10
Number referrals completed	10
Number of preschool physicals referred	10
Number of preschool physicals completed	10
Number of preschool dentals referred	10
Number completed	10
Number of special dental referred by Dr. Way	7
Number referrals completed	7
Number of penicillin shots given	50
Number of Pitressin Tannate in Oil	28
Number of letters, phone calls, advising parents of illness, emotional problems, and dental problems	200

Flu epidemic (intestinal) 100 students hospitalized in school 18 bed infirmary until parents came for them.

Staph out break worked with houseparents, school, public health dept.

Cardiac screening progarm for all students of the Deaf and Blind Schools.

Medications Given:

15 various types of vitamins given daily
4 seizure medication fiven once daily
6 seizure medication given three times daily
3 thyroid medication given once daily
2 cortisone preparation given twice daily
3 nasal spray preparations given daily
4 kinds of eye drops for glaucoma - 4 times a day
Solution for artificial eyes used twice daily
2 antibiotics given once daily
Allergy medication given four times a day
Nicotinic acid given for control of dizzy spells
Artificial tear drops - 1 drop each hour

Communicable disease treated - chickenpox, measles, mumps, scarlet fever and influenza.

Conferences throughout the school year were held with parents, housemothers, instructors, principals, doctors, the field representative and superintendent regarding the health of the students.

REPORT OF RECEIPTS AND EXPENDITURES

By George G. Howell, *Treasurer*

Receipts and Expenditures
July 1, 1962 to June 30, 1963

Receipts

Balance Forward Previous Year	$ 23,483.11	
State Appropriation	458,516.38	
Dedicated Credits	51,510.80	
Reimsbursements	36,799.02	
TOTAL RECEIPTS		$570,309.31

Disbursements

Salaries	$387,094.73	
Travel	3,674.43	
Current Expenses	110,892.57	
Capital Outlay	68,373.10	
TOTAL DISBURSEMENTS		$570,034.83
Amount Reverted at close of Biennium June 30, 1963		274.48
TOTAL		570,309.31
RECEIPTS		570,309.31
Balance		.00

July 1, 1963 to June 30, 1964

Receipts

State Appropriation	$489,370.00	
Dedicated Credits	103,444.00	
Reimsbursements	3,628.21	
TOTAL RECEIPTS		$596,442.21

Disbursements

Salaries	$459,678.22	
Travel	2,717.62	
Current Expenses	109,326.07	
Capital Outlay	7,532.09	
TOTAL DISBURSEMENTS		$579,254.00
Balance Available for Fiscal Year Beginning July 1, 1964		17,188.21
TOTAL		$596,442.21

Head Officers

Henry C. White, Principal	1884-1889
Frank W. Metcalf, Superintendent	1889-1901
Frank M. Driggs, Superintendent	1901-1941
G. Oscar Russell, Superintendent	1941-1942
Boyd E. Nelson, Superintendent	1942-1954
Harold W. Green, Superintendent	1954-1959
Robert W. Tegeder, Superintendent	1959-

CHANGES — IMPROVEMENTS — ALTERATIONS

1962 - 1963 School Years

- Installed new boiler on contract in boiler plant.
- Installed sprinkling system, graded and planted lawn — School for the Blind.
- Installed new 500-gallon hot water storage tank and hot water generator for kitchen.
- Constructed cement side walks between School for the Blind, Administration Building, Old Gym, Cottage, Parking area and Hospital.
- Constructed cement side walk from Primary Hall and Administration Building to School for the Blind.
- Constructed cement side walks between Cottage Dormitory and Student Teacher living quarters.
- Constructed 12 additional auditory training rails for jack boxes.
- Constructed four table-type rails for Auditory Training units.
- Bricked exterior of vegetable refrigerator building to match Primary Hall.
- Constructed cement back porch at superintendent's residence.
- By donation from Jr. League of Ogden, developed and furnished social area in basement of Old Gym building and named it the Tiki Room.
- Constructed fire escape exit from basement of Tiki Room in Old Gym.

- Constructed boys and girls rest rooms in Tiki Room in basement of Old Gym.
- Constructed fire escape exit from basement of Cottage Dormitory.
- Painted boiler house inside in color code and outside, including repairing, patching, etc.
- Disassembled old barn salvaging the material for future eonstruetion.
- Remodeled room in basement of Woodbury Hall to be used for welding instruction, including the installation of surplus exhaust fan, eleetric wiring neeessary for all types of welding and cutting, also light fixtures.
- Installed all eleetronic and electric wiring for PA system (Executone) DuKane PA and music system, IBM bell and signal system in the School for the Blind and between the Administration Building.
- Installed electric cloeks throughout School for the Blind.
- Installed by contract ventilating fan for musie rooms in School for the Blind.
- Remodeled and repaired four surplus steam presses and installed them in the Laundry.
- Installed conduit for under ground telephone lines between Cottage Dormitory and School for the Blind and between Cottage Dormitory and Old Gym building.
- Installed electrie water eooler in Sehool for the Blind.
- Installed electric range and electric wiring for other kitchen appliances in School for the Blind kitehen.
- Installed electric range in serving room by Multi-Purpose room in School for the Blind.
- Constructed and finished eight sections of shelves for School for the Blind classrooms.
- Repaired wind damage to two outside metal doors in School for the Blind.
- Repaired and painted outside wood windows and trim of Hospital building.
- Installed by contract storm windows on Cottage Dormitory.
- Remodeled by contract parapet walls and roof deck and installed roof drains and new 20-year roof on Cottage Dormitory.
- Remodeled interior of Cottage Dorm to provide direct entranee to living room from front door.
- Painted Cottage Dormitory completely inside including basement reereation area.
- Installed by contraet carpet in supervisor's quarters in Cottage Dormitory.
- Installed and finished new maple floor in Old Gym.
- Installed asbestos tile in two rooms of the Hospital building.
- Painted five rooms and corridors in Hospital building.
- Painted inside and outside of superintendent's residence.
- Installed by contract new earpet in superintendent's residence.
- Installed new automatic washer in superintendent's residenee.
- Installed by contract ceramic tile on four shower floors in Woodbury Hall.

- Installed new three-phase motor on paper cutter in print shop.
- Moved wall in vocational area ten feet for better arrangement in Woodbury Hall basement.
- Constructed four toy storage cabinets outside Woodbury Hall and Driggs Hall.
- Installed eight new light fixtures in living rooms of Driggs Hall and Woodbury Hall.
- Installed light fixtures in all kitchen and dining room areas in Food Services building.
- Installed new electric clocks in Driggs Hall and Woodbury Hall complete with wiring.
- Installed eleven electric ranges and ten refrigerators complete with electric wiring in Woodbury Hall, Driggs Hall and Primary Hall.
- Installed vent for gas clothes dryer in Driggs Hall.
- Installed two IBM Key Punch machines for instruction purposes in School for Deaf.
- Installed by contract new drapes and crapets in supervisor's quarters and play rooms in Driggs Hall, Woodbury Hall and Primary Hall.
- Installed by contract new drapes in dining rooms and in Hospital building.
- Constructed bathroom complete with fixtures, painted and arranged area for head dormitory supervior living area in Driggs Hall.
- Installed new coil in hot water generator in basement of Driggs Hall.
- Installed surplus exhaust fan in Laundry in Driggs Hall.
- Installed surplus freon compressor refrigerator in main kitchen.
- Installed one new and one surplus stainless steel toaster in main kitchen.
- Constructed two new large stainless steel food carts for main kitchen.
- Remodeled several areas in main kitchen and painted completely.
- Remodeled and painted surplus metal lockers for maintenance shop employees in Maintenance Shop.
- Purchased new weed sprayer.
- Remodeled Maintenance Shop area to allow new larger school bus to be garaged in shop garage.
- Painted inside maintenance shop.
- Constructed eight new tool cabinets with locks for better tool control in main shop.
- Installed luggage rack in new school bus.
- Prepared for and painted pick-up truck, large case tractor, two small tractors and large International truck in addition to 1957 Ford Station Wagon all of which were obtained via government surplus.
- Constructed low flat bed trailer for furniture moving.
- Extended mastering lock system to include all buildings on campus.
- Completed installation of chalk and tack boards in all classrooms, School for the Deaf.
- Remodeled area by contract and installed air conditioning and heating in Auditory testing room in School for the Deaf with funds provided by P.T.A.

- Installed cat walk above new gym ceiling for easier aceess to light fixtures and for better maintenance.
- Removed stage from library in School for the Deaf in preparation for remodeling of same.
- By donation from Ogden Garden Club shurbs were planted around School for the Blind.
- Construeted elothes closets and loekers arrangements for four dormitory rooms in Primary Hall.
- Painted complete dormitory area in Primary Hall.

Pupil Statistics for 1962-63 School Year

	DEAF			BLIND			Grand
Age	Boys	Girls	Total	Boys	Girls	Total	Total
4	2	3	5	1	0	1	6
5	9	6	15	1	0	1	16
6	11	7	18	1	3	4	22
7	5	4	9	2	4	6	15
8	11	7	18	3	3	6	24
9	9	6	15	6	6	12	27
10	8	6	14	3	1	4	18
11	5	11	16	4	2	6	22
12	7	3	10	3	3	6	16
13	7	9	16	2	6	8	24
14	10	3	13	4	3	7	20
15	6	5	11	4	1	5	16
16	3	6	9	1	0	1	10
17	1	2	3	0	3	3	6
18	5	5	10	0	0	0	10
19	8	2	10	0	0	0	10
20	1	0	1	2	0	2	3
Total	108	85	193	37	35	72	265

	Deaf	Blind	Total
Number of Withdrawals	1	3	4
Number enrolled at close of year	192	69	261

	Deaf		Blind	
	Boys	Girls	Boys	Girls
Number of Graduates	5	4	2	0

Pupil Statistics for 1963-64 School Year

	DEAF			BLIND			Grand
Age	Boys	Girls	Total	Boys	Girls	Total	Total
4	2	6	8	0	0	0	8
5	3	8	11	1	0	1	12
6	11	6	17	1	4	5	22
7	9	6	15	2	3	5	20
8	6	5	11	1	4	5	16
9	15	6	21	3	4	7	28

10	7	7	14	5	6	11	25
11	10	6	16	3	1	4	20
12	8	13	21	4	2	6	27
13	8	3	11	4	3	7	18
14	7	8	15	2	6	8	23
15	8	4	12	2	2	4	16
16	7	6	13	3	1	4	17
17	3	5	8	1	0	1	9
18	1	2	3	0	2	2	5
19	4	1	5	0	0	0	5
20	3	1	4	0	0	0	4
21	1	0	1	0	0	0	0
Total	113	93	206	32	38	70	276

	Deaf	Blind	Total
Number of Withdrawals	1	1	2
Number enrolled at close of year	205	69	274

	Deaf		Blind	
	Boys	Girls	Boys	Girls
Number of Graduates	7	2	0	0

Students Enrolled in the Utah School for the Blind School Year 1962 — 63

Allen, Mark — Kearns
Anderson, Linda Terry — Ogden
Anderson, Michael — Salt Lake City
Arellano, David — Salt Lake City
Arnold, Melvin — Bountiful
Ball, Jeffcry — Ogden
Bayles, Evysue — Salt Lake City
Bell, Jay — Logan
Bettess, Debby — Salt Lake City
Brown, Diane — Salt Lake City
Carey, Robert — Nevada
Carr, Rodney — Clearfield
Clapier, Karen — Ogden
Clausing, Mike — Salt Lake City
Crabb, Nolan — Antimony
Deegan, Peggy — Salt Lake City
Draper, Hazel — Santaquin
Dufka, Sharon — Ogden
Etherington, Wendy — Layton
Fielding, Ellen — Orem
Fox, Lynnette — Orem
Frandsen, Ralph — Salt Lake City
Gibson, Billy — Ogden
Hale,Bradley — Grantsville
Hamaker, Rhonda — Ogden
Hamaker, Sharon — Ogden
Hatcher, Sherri Lee — Ogden
Hock, Carlene — Ogden
Holbrook, Richard — Ogden
Hossner, Terri Lynne — Ogden
Hutchings, Leslie — Bountiful
Jaensch, Cindy — Bountiful
Jaramillo, Pauline — Salt Lake City
Jensen, David — Murray
Lamie, Nancy — Salt Lake City
Mahone, Michael — Nevada
Mansfield, Ricky — Salt Lake City
Marsden, Judy — Tremonton
Mitchell, Thomas — Provo
Neal, Brent — Ogden
Nielson, Glen — Lynndyl
Osmond, Marilyn — Ogden
Pehrson, Wallace — Ogden
Reeder, Linda — Roy
Reid, Nancy — St. John
Romero, Judy — Salt Lake City
Sheffield, Lee — Brigham City
Silas, Vincent — Nevada
Spendlove, Pamela — Virgin
Stanger, Scott — Salt Lake City
Stuart, George — Logan
Thorderson, Julene — Clear Creek
Tomlinson, Dee — Pleasant Grove
Tomlinson, Patsy — Salt Lake City
Trujillo, Ricky — Salt Lake City
Tuttle, Norman — Ogden
Valdez, Terry — Salt Lake City
Vickers, Tony — Murray

Wagner, Wolfgang – Salt Lake City
Westmoreland, James – Ogden
Wood, Eugene – Murray
Yancey, Steven – Bountiful
Zentner, Teresa – Ogden

School Year 1963-64

Allen, Mark – Kearns
Anderson, Linda Terry – Ogden
Ardissone, Tony – Murray
Arellano, David – Salt Lake City
Arnold, Melvin – Bountiful
Bayles, Evysue – Salt Lake City
Bell, Jay – Logan
Bills, Catherine – Salt Lake City
Brown, Diane – Salt Lake City
Carpenter, Daylene – Ogden
Carr, Rodney – Clearfield
Clapier, Karen – Ogden
Clausing, Mike – Salt Lake City
Coon, Elaine – Milford
Corbett, Scott – Ogden
Crabb, Nolan – Ogden
Dalton, Diane – Ogden
Deegan, Peggy – Ogden
Deininger, Laura Lee – Magna
Draper, Hazel – Santaquin
Fielding, Ellen – Orem
Fox, Lynnette – Orem
Frandsen, Ralph – Salt Lake City
Garcia, Donald – Clearfield
Gibson, Billy – Ogden
Hale, Bradley – Grantsville
Hamaker, Rhonda – Ogden
Hamaker, Sharon – Ogden
Hatcher, Sherri Lee – Ogden
Hoek, Carlene – Ogden
Holbrook, Richard – Ogden
Holladay, Linda Rae – Murray
Hossner, Terri Lynne – Ogden
Hutchings, Leslie – Bountiful
Jaensch, Cindy – Bountiful
Jaramillo, Pauline – Salt Lake City
Jensen, David – Murray
Johnson, Pamela – Centerville
Lamie, Nancy – Salt Lake City
Mahone, Michael – Nevada
Mansfield, Rickey – Salt Lake City
Marsden, Judy – Tremonton
Mitchell, Thomas – Provo
Neal, Brent – Ogden
Nielson, Glen – Lynndyl
Olsen, Michael – Spanish Fork
O'Neil, Jerald – Ogden
Osmond, Marilyn – Ogden
Pehrson, Wallace – Ogden
Reeder, Linda – Roy
Reid, Nancy – St. John
Romero, Judy – Salt Lake City
Sheffield, Lee – Brigham City
Silas, Vincent – Nevada
Spendlove, Pamela – Virgin
Stuart, George – Logan
Tenison, Arvil – Ogden
Thorderson, Julene – Miller Creek
Tomlinson, Dee – Pleasant Grove
Tomlinson, Patsy – Salt Lake City
Trujillo, Ricky – Salt Lake City
Valdez, Terry – Salt Lake City
Wagner, Wolfgang – Salt Lake City
Westmoreland, James – Ogden
Yancey, Steven – Bountiful
Zentner, Teresa – Ogden

Students Enrolled in the Utah School for the Deaf
School Year 1962-63

Aitken, James – Eureka
Allen, Kathleen – Salt Lake City
Alvey, Robert – Salt Lake City
Anderson, Dennis – Salt Lake City
Anderton, Nord – Salt Lake City
Archuleta, Anita – Midvale
Armijo, Henry – Nevada
Armstrong, Carolyn – Nevada
Arthur, Paul – Murray
Atkinson, Sandra – Murray
Bangeter, Kent – Woods Cross
Barker, Ronald – Ogden
Beck, Janet – Draper
Bennett, Kevin – Kearns
Berghout, Janice – Midvale
Berness, Linda – Nevada
Billeter, William – Salt Lake City
Bisignano, Sandra – Salt Lake City
Bitter, Colleen – Sandy
Black, Larry – Kearns
Bowman, Christine – Salt Lake City
Briseno, Ismael – Ogden
Brown, Kim – Woods Cross
Bryan, Sharon Kaye – Honeyville
Burdett, Ronald – Ogden
Burgess, Frank – Ogden
Burgess, Kathleen – Clearfield
Cain, Suzanne – Nevada

Caldwell, Stanley – Bountiful
Calley, Dennis – Orem
Callister, Susan – Bountiful
Campbell, Rosemary – Orem
Carter, Karen – Kaysville
Christensen, Nancy – Salt Lake City
Christiansen, Marilyn – American Fork
Clark, Anna Marie – Orem
Clark, Mary Lou – Kearns
Clay, Barbara – Salt Lake City
Cole, Robert – Ogden
Coles, Merla – Centerville
Collier, Lou Ann – Vernal
Collins, Gaye – Roosevelt
Colvin, Susan – Nevada
Cook, Dale – Sandy
Coombs, Steven – Ogden
Crawford, Loretta – Nevada
Crompton, Brent – Ogden
Davis, Ronnie – Nevada
Dawson, Dixie – Hooper
De Spain, Robert – Salt Lake City
Duran, Leo – Salt Lake City
Ellett, Stephanie – Salt Lake City
Ercanbrack, Michael – Ogden
Ercanbrack, Tedi Ann – Ogden
Everett, Kemper – Price
Everett, Vicki Lynn – Price
Fisher, Laura – Nevada
Flores, Rose Marie – Nevada
Foley, Drew – Ogden
Fowler, Clyde – Salt Lake City
Fullington, Pattie – Hong Kong
Furlow, Randall – Salt Lake City
Garcia, Maria – West Jordan
Gardner, Robert – Salt Lake City
Georgell, Elaine – Salt Lake City
Gillespie, Robert – Provo
Goodman, Vera – Salt Lake City
Goodwin, Pamela – Salt Lake City
Haddon, Veldon – Ogden
Hale, Debra – Salt Lake City
Hallet, Renee – Roy
Hammond, Diane – Roy
Hanberg, Sherri Lynn – Roy
Hancock, David – Ogden
Heiner, Steven – Salt Lake City
Hermansen, David – Bountiful
Hermansen, Susan – Bountiful
Hill, James – Spanish Fork
Hinds, Kevin – Salt Lake City
Hodson, Jon – Salt Lake City
Holt, John – Loa
Hunt, Joyce – Ogden
Hurst, Rhonda – Orem
Hutchings, Mary Ann – Provo
Ivie, Pamela – Murray
Jack, Clarinda – Tridell
Jenkins, Brad – Salt Lake City
Jeppsen, Barbara – Corinne
Johnson, Craig – Magna
Johnson, Kevin – Salt Lake City
Jolley, Audrey – Antimony
Kerr, Suzanne – Roy
King, Chris – Salt Lake City
King, Thomas – Wyoming
Kitchen, Wayne – Pleasant Grove
Koss, Ronald – Price
Krebs, Roger – Kaysville
Krohn, Frank – Sandy
Kunkel, Richard – Salt Lake City
Kwawegen, Sandra – Salt Lake City
Laramie, Bridget – Bountiful
Laramie, Celia May – Bountiful
Lauritzen, Keith – Salt Lake City
Le Beau, Sandra – Salt Lake City
Lindelof, Cynthia – Salt Lake City
Lindelof, Pamela – Salt Lake City
Locke, Kevin - Tooele
Love, Lise Ellen – Salt Lake City
Martinez, Abel – Ogden
Mata, Henrietta – Ogden
Mazza, Arthur – Roy
McPhie, James – Magna
Mikol, Joanne – Nevada
Molyneux, Tanni – Riverton
Monson, Bryan – Salt Lake City
Monson, Raymond – Salt Lake City
Moore, Charles – Delta
Morlock, Scott – Ogden
Morlock, Steven – Ogden
Morton, Robert – Layton
Mortensen, Kristi – Salt Lake City
Newman, Cathy – Salt Lake City
Newton, Scott – Ogden
Olsen, Edward – Altonah
O'Neill, John – Salt Lake City
Opheikens, Craig – Ogden
Opheikins, Sharadee – Ogden
Orlandi, Ricky – Helper
Penrod, Melissa – Pleasant Grove
Perkins, Connie – Ogden
Perkins, Ronald – Magna
Peterson, Douglas – Salt Lake City
Przybyla, Eric – Salt Lake City
Quinn, Diane – Cedar City
Rathbun, Gregory – Kearns
Reese, Norman – Smithfield
Roach, Jerry – Salt Lake City
Roberts, Carl – Lehi
Roberts, Lennis – Ogden
Rudd, Jeffery – Plymouth

Sabey, Beth – Wallsburg
Salazar, Ernest – Ogden
Salazar, Milton – Ogden
Sausedo, Nellie – Dragerton
Schemenauer, Dennis – Ogden
Seymour, Barbara – Ogden
Shupla, Robert – Ogden
Shupla, Winehell – Ogden
Simmons, Kenneth – Ogden
Simmons, Vandella – Ogden
Sizemore, Larry – Salt Lake City
Skelton, Brant – Woods Cross
Smith, Laird – Roy
Snodgrass, Linda – Kearns
Sobieski, Randall – Salt Lake City
Sparr, Glen Clark – Ogden
Standing, Diane – Salt Lake City
Stoltz, Wayne – Ogden
Street, Carol – Salt Lake City
Street, Patricia – Salt Lake City
Stromness, Sally – Salt Lake City
Swanson, Randy – Granger
Tabata, Calvin – Salt Lake City
Tallerico, Roger – Castle Gate
Tanner, Arlene – Salt Lake City
Tanner, Lorie – Sandy
Tatum, Morris – Nevada
Thurston, Marsha – Richfield
Todd, Donald – Ogden
Tomkinson, Dan – Fillmore
Thomas, Eldon – Spanish Fork
Van Kampen, Bruce – Ogden
Whitlock, Linda – Ogden
Wilde, Allen – Salt Lake City
Wilkin, Markley – Nevada
Williamsen, Val Dee – Salt Lake City
Wilson, Cindy – Pleasant Grove
Winegar, Alayne – Bountiful
Winkel, Richard – Kearns
Wirick, Dean – Ogden
Wood, Michael – Salt Lake City
Woodruff, Vickie – Ogden
Woods, Danny – Ogden
Woods, Kathy – Ogden
Woods, Loretta – Ogden
Woods, Mickey – Ogden
Woolsey, Joyce – Salt Lake City
Workman, Russell – Sunnyside
Zemp, Clarke – Orem
Zemp, Terry – Orem
Zismer, Daymon – Salt Lake City

School Year 1963-64

Adams, Michael – Cedar City
Aitken, James – Eureka
Aldridge, Bruce – Vernal
Allen, Kathleen – Salt Lake City
Alvey, Robert – Salt Lake City
Anderson, Dennis – Salt Lake City
Anderton, Nord – Salt Lake City
Archuleta, Anita – Midvale
Armijo, Henry – Nevada
Armstrong, Carolyn – Nevada
Arthur, Paul – Murray
Atkinson, Sandra – Murray
Bangeter, Kent – Woods Cross
Barker, Ronald – Ogden
Beck, Janet – Draper
Bennett, Kevin – Kearns
Berghout, Janice – Midvale
Berness, Linda – Nevada
Billeter, William – Salt Lake City
Bisignano, Sandra – Salt Lake City
Bitter, Colleen – Sandy
Black, Larry – Kearns
Blount, Gayle – Salt Lake City
Bowman, Christine – Salt Lake City
Brady, Winona – Nevada
Briseno, Ismael – Ogden
Brown, Christine – Ogden
Brown, Kim – Woods Cross
Bryan, Sharon – Honeyville
Burdett, Ronald – Ogden
Burgess, Frank – Ogden
Burgess, Kathleen – Clearfield
Cain, Suzanne – Nevada
Caldwell, Stanley – Bountiful
Call, Becky – Provo
Calley, Dennis – Orem
Callister, Susan – Bountiful
Campbell, Rosemary – Orem
Carter, Karen – Hill Air Force Base
Christensen, Nancy – Ogden
Christiansen, Marilyn – American Fork
Clark, Anna Marie – Orem
Clark, Mary Lou – Kearns
Clay, Barbara – Salt Lake City
Cole, Robert – Ogden
Coles, Merla – Centerville
Collins, Gaye – Roosevelt
Colvin, Susan – Nevada
Cook, Dale – Sandy
Cook, Pamela – Roosevelt
Coombs, Steven – Ogden
Crawford, Loretta – Nevada
Crompton, Brent – Ogden
Cunningham, Mitchell – Salt Lake City
Davis, Ronnie – Nevada
Dawson, Dixie – Hooper

De Spain, Robert – Salt Lake City
Duran, Leo – Salt Lake City
Eggers, Evelyn – Moab
Ellett, Stephanie – Salt Lake City
Ercanbrack, Michael – Ogden
Ercanbrack, Tedi Ann – Ogden
Everett, Kemper – Price
Everett, Vicki Lynn – Price
Fisher, Colleen – Bountiful
Fisher, Laura – Nevada
Folds, Davide – Nevada
Flores, Rose Marie – Nevada
Foley, Drew – Ogden
Fowler, Clyde – Salt Lake City
Fullington, Pattie – Hong Kong B.C.C.
Furlow, Randall – Salt Lake City
Garcia, Maria – West Jordan
Gardner, Robert – Salt Lake City
Georgell, Elaine – Salt Lake City
Goodman, Vera, – Salt Lake City
Goodwin, Pamela – Salt Lake City
Grant, Michael – Sandy
Gregory, John – Alaska
Hale, Debra – Salt Lake City
Hallet, Renee – Ogden
Hammond, Diane – Roy
Hanberg, Sherri Lynn – Roy
Hancock, David – Ogden
Hansen, Suzanne – Salt Lake City
Haws, Ruth Ann – Salt Lake City
Heiner, Steven – Salt Lake City
Hermansen, David – Bountiful
Hermansen, Susan – Bountiful
Hill, James – Spanish Fork
Hinds, Kevin – Salt Lake City
Hodson, Jon – Salt Lake City
Holbrook, Craig – Bountiful
Holt, John – Loa
Hunt, Joyce – Ogden
Hutchings, Mary Ann – Provo
Ivie, Kathy – Murray
Jenkins, Brad – Salt Lake City
Jeppsen, Barabara Ann – Corinne
Johnson, Craig – Magna
Johnson, Kevin – Salt Lake City
Jolley, Audrey – Antimony
Kerr, Suzanne – Roy
King, Chris – Salt Lake City
King, Thomas – Wyoming
Kitchen, Wayne – Pleasant Grove
Koss, Ronald – Price
Krebs, Roger – Kaysville
Krohn, Frank – Sandy
Kunkel, Richard – Salt Lake City
Kwawegen, Sandra – Salt Lake City
Laramie, Bridget – Bountiful
Laramie, Celia May – Bountiful
Lauritzen, Keith – Salt Lake City
Le Beau, Sandra – Salt Lake City
LeFevre, Brent – Nevada
Lindelof, Pamela – Salt Lake City
Lindelof, Cynthia – Salt Lake City
Locke, Kevin, Tooele
Love, Lise Ellen – Salt Lake City
Martinez, Abel – Ogden
Mazza, Arthur – Roy
McPhie, James – Magna
Mikol, Joanne – Nevada
Molyneux, Tanni – Riverton
Monson, Bryan – Salt Lake City
Monson, Raymond – Salt Lake City
Moore, Charles – Delta
Morlock, Scott – Ogden
Morlock, Steven – Ogden
Morton, Robert – Layton
Mortensen, Kristi – Salt Lake City
Newman, Cathy – Salt Lake City
Newton, Scott – Ogden
Nicholas, Ralph – Alaska
Olsen, Edward – Altonah
O'Neill, John – Salt Lake City
Opheikens, Craig – Ogden
Opheikins, Sharadee – Ogden
Orlandi, Ricky – Helper
Oscarson, Richard – Kearns
Oswald, Bradley – Salt Lake City
Penrod, Melissa – Pleasant Grove
Perkins, Connie – Ogden
Peterson, Douglas – Salt Lake City
Peterson, Lisa – Salt Lake City
Pitkin, Lorrie – Logan
Rathbun, Gregory – Kearns
Reese, Norman – Smithfield
Roach, Jerry – Salt Lake City
Roberts, Carl – Lehi
Roberts, Lennis – Ogden
Rudd, Jeffery – Plymouth
Sabey, Beth – Wallsburg
Salazar, Ernest – Ogden
Salazar, Milton – Ogden
Sausedo, Nellie – Dragerton
Schemenauer, Dennis – Ogden
Seymour, Barbara – Ogden
Shupla, Robert – Ogden
Shupla, Winchell – Ogden
Simmons, Kenneth – Ogden
Simmons, Vandella – Ogden
Sizemore, Larry – Salt Lake City
Smith, Laird – Roy
Snodgrass, Linda – Kearns
Sobieski, Randall – Salt Lake City
Sparr, Glen Clark – Ogden

Stoltz, Wayne – Ogden
Stromness, Sally – Salt Lake City
Swanson, Randy – Salt Lake City
Tabata, Calvin – Salt Lake City
Tallerico, Roger – Castle Gate
Tanner, Arlene – Salt Lake City
Tanner, Lorie – Granger
Tatum, Morris – Nevada
Thomas, Eldon – Spanish Fork
Thurston, Marsha – Richfield
Tomkinson, Dan – Fillmore
Van Kampen, Bruce – Ogden
Whitlock, Linda – Ogden
Wilde, Allen – Salt Lake City
Wilkin, Markley – Nevada
Williamsen, Val Dee – Salt Lake City
Wilson, Cindy – Pleasant Grove
Winegar, Alayne – Bountiful
Winkel Richard – Kearns
Wirick, Dean – Ogden
Wood, Michael – Salt Lake City
Woodruff, Vickie – Ogden
Woods, Danny – Ogden
Woods, Kathy – Ogden
Woods, Loretta – Ogden
Woods, Mickey – Ogden
Woolsey, Joyce – Salt Lake City
Workman, Russell – Sunnyside
Wright, Sherri – Ogden
Yaska, Dwight – Alaska
Zemp, Clarke – Orem
Zemp, Terry – Orem
Zismer, Daymon – Salt Lake City